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TEACHER'S COTTAGE AT WAHIAWA

This is an attractive, convenient and economical type of construction. Several of this type have been built on Oahu.

Commissioner's Meet

The Commissioners of Public Instruction held a meeting on the morning of Monday, December 17th, those present being Superintendent Kinney and Commissioners Mrs. Maguire, Mrs. Richards, Mr. Knudsen, Mr. Lindsay, and Mr. Smith. Commissioner L. G. Blackman was absent on the Island of Hawaii.

The request of certain residents of Wailua, Kauai, that a new school be opened in their neighborhood was taken up, but it was decided to defer action until the June meeting, as there would be no necessity in any

event for opening a school until next September.

The Superintendent informed the Commissioners that the last Legislature had failed to provide a salary for the Inspector General and had provided one for a Statistician. Mr. Lindsay moved that Mr. W. C. Avery, now holding the position of Inspector, be appointed Statistician and also continue as Inspector without pay, and, further, that he be directed to pay special attention to the high schools, and this carried.

The Legislature, having also provided for another

clerk, it was decided to leave the selection of such person to the Superintendent.

Mr. Lindsay moved that the Superintendent be authorized to look into and take preliminary steps in the matter of arranging for the establishment of a new school at Kahaluu.

The Superintendent submitted a letter from Mr. E. J. Smith, of Hilo, asking permission to reprint Hitchcock's English-Hawaiian dictionary, which was published by the department in 1887. The board had no objection to his doing so.

The following appointments and transfers were made:

Miss Olive Day was appointed an assistant in the Normal School in the place of Mrs. McCaughey, resigned.

Miss Silvina Gomes was transferred from Moiliili to the Ewa School, and Mrs. Olympia Soares transferred from Ewa to be a substitute teacher at Moiliili.

An additional room was added to the Kauluwela School, and Miss Minnie Fukuda, now at Wahiawa, was appointed to the position.

Mrs. Elizabeth Cullen was appointed to Kalihiwaena, in the place of Mrs. Cook, resigned.

The appointment of a teacher for the position at Aiea, in the place of Mrs. Ahi, deceased, was left to the Oahu Commissioners and the Superintendent.

Miss Hanna Chang was transferred from Kaneohe to Wahiawa in the place of Miss Minnie Fukuda.

Miss Fannie Howe was appointed to Waialua School, in the place of Mrs. Wilcox, resigned.

Miss Emma Weaver was transferred from Kahuku to be an assistant at Waimanalo.

Miss Lorraine Fowlds was transferred from Lihue to Elele, in the place of Mrs. Creevey, resigned.

Miss Elizabeth Kamai was appointed to an additional position created at Honokowai School.

The Nahiku School was closed temporarily and Mrs. Welch transferred to be principal of the Kipahulu School, in the place of Mr. Russell Anderson, transferred.

Mr. Russell Anderson was appointed principal of Waiakeauka, in the place of Mr. Wilson Montgomery, resigned.

Mrs. Marion P. Morrill was transferred from the Lihue School to the Waiakeakai School, in the place of Mrs. Willard, resigned.

Mr. Gabriel Ah Yo was appointed an assistant at the Waiakeauka School.

The school at Keehia was closed and Mr. William Laeha transferred to be the third teacher at Ookala.

Mrs. Gladys Weatherbee was transferred from Mountain View to Olaa.

The Superintendent brought up the matter of the school children's participation in the 1918 fair. It was voted that this matter be left to the Superintendent.

The Superintendent was authorized to secure teachers from the Coast where no qualified local teachers could be secured.

Mrs. Richards brought up the matter of the desira-

bility of having the various high schools make donations for the benefit of these institutions and pupils. It was decided that the plan was a good one and letters were subsequently sent to the high school principals, asking them to carry it out.

The Western Kauai Red Cross Unit

Read by Mrs. E. A. Knudsen before Teachers' Convention at Hanalei, Nov. 30, 1917.

Ladies and Gentlemen:

I have been asked to tell you a little of what the Western Unit is doing to help reduce the suffering and misery that our brave soldier boys are liable to experience on the battle fields of Europe in this most terrible of all wars, though, for that matter, the chances are that all wars of the past have been terrible and the suffering of the Jews when the Romans captured Jerusalem during the first century of the Christian era must have been just as terrible as that suffered by the peoples of any of the countries invaded in the present war.

Before going into the work of our unit, it may interest you to hear about the beginning of the Red Cross movement. We are all so used to the Red Cross that it seems as though it had always been part of our civilization, but, as a matter of fact, the Red Cross has only been in existence a comparatively short time.

When the great Civil War of 1860 was fought between the North and the South there was no Red Cross to bring its gentle help to the wounded men, and it was not until 1864 that the Red Cross sprang into existence. In that year, due to the heroic efforts of two Swiss doctors, who had seen some of the horrors of earlier wars of the century and who wished to try and ameliorate some of the worst features of war, the convention was called in Geneva, Switzerland. This was known as the Geneva convention, at which representatives of most of the European countries met and rules and regulations were adopted and agreed to by the nations, granting to those doctors and nurses who wished to serve and help the wounded and suffering, certain official privileges, the most important of which was that all such workers of mercy should be regarded as neutrals, and hospitals, doctors and nurses should be held inviolate, and free from attack or capture. Since that time up to the present war, the Red Cross Society has had a most wonderful growth and today millions of people are members of the Red Cross in the various countries of Europe and America and they have had the spending of millions of dollars and the activities of the Red Cross have helped the sufferers not only in times of war but also in times of famine, pestilence and great disasters, caused by fire or flood.

The Red Cross has always stood for heroism and

self-sacrifice, and to the wounded soldier on the battle field the brave men and women with the badge of the Red Cross on their arms have surely appeared as ministering angels.

It is with great regret that I read in our war reports that some of the nations fighting in this world war have so forgotten the teachings of Christianity that they have thrown bombs upon some of the Red Cross hospitals in France, for the Red Cross ministers to all alike—both friend and foe.

In the Fall of 1914, some of the ladies on my side of Kauai, wishing to do their bit, began in an humble way to make such bandages, etc., as were needed on the battle fields, and to make mufflers and sweaters for the soldier boys who were exposed to the frightful cold and exposure of the trenches and battle fields of Europe. Other ladies soon were interested, and we all joined the Allied Relief of Honolulu, Hawaii. We sewed for the Belgians and also collected great quantities of clothes and sent them to the suffering exiles. A large garden party netted several hundred dollars, and one gentleman, missing his full dress suit, found to his surprise that it had gone to Belgium; and the gentleman who mourned it at first, later rejoiced to think that perhaps brave King Albert had found use for it.

This year the ladies organized themselves into a regular unit, known as the Western Kauai, and extending from Kalaheo to Mana.

Today a large number meet at the Homestead on the Hill, at Mrs. Glaisyer's on Wednesdays. The Kalaheo School is doing fine work, knitting and sewing as well, under the able leadership of Miss Martin.

Mrs. Frank Alexander, with the help of Mrs. J. I. Silva, does a lot of work, all nationalities taking part. It may surprise you to hear that over 150,000 Portuguese soldiers are fighting on the Western Front.

In Hanapepe, we have a band of Japanese women, who are also King's Daughters. They do a great deal.

Makaweli can boast of quite a number of very fine workers. They accomplish a lot of sewing and knitting as well, and are sending their four boxes. Mrs. B. D. Baldwin is our able head in this district.

Waimea has the largest membership of all, as several small districts join in. It is a pleasure to see so many workers each week—of all nationalities—busily sewing, and all the best of friends. It's really a joy to watch them. So many of the teachers come, and they are good sewers.

The school children are entering into the spirit of helpfulness and are all eager to do all they can.

Business houses are donating and giving goods at cost prices, and all money we can raise goes to buy materials.

At all the meetings of the different districts are found Hawaiians, Spaniards, Portuguese, Japanese, Chinese, and all other nationalities, too numerous to mention.

You young ladies who teach the upper grades and meet so many of the growing children of our country, on you rests a great responsibility. You are teaching not only the three R's, you are teaching the young people

of our country to be good Americans, and the success of our great Republic depends, to a great extent, upon the love for our country that is taught a child in his school days, and nothing teaches that love so fast as service for one's country. Every boy or girl that works for Uncle Sam becomes at once a keen and loyal American.

I want to thank you teachers for the spirit and enthusiasm with which you have met the extra call upon your time and strength, which I know is already well filled with the work and toil of the class room. I have enjoyed meeting you and the children you teach in the different class rooms, and your response has been generous.

We women can not give our lives to the Cause of Freedom, but we can, and will, give our time and fingers, and if our efforts on Kauai can help even in a small way towards winning this war, we should be thankful that we have been able to do that little bit.

I thank you!

Efficient Management of School Gardens

By K. C. Bryan, Vocational Instructor for Oahu.

In visiting the different schools on Oahu, I have noticed that, while the enthusiasm and interest in the garden work and the spirit of helpfulness manifested by teachers and pupils in all the schools are all that could be desired, there is a wide variance in the efficiency with which the work is handled. A few suggestions along this line may be found helpful.

In order to secure efficient management of our gardens, some definite method of conducting the work should be adopted by each school and followed. The same plan need not necessarily be used in all the schools, but each school should have a definite way of doing the work.

I have received some complaints that the time allowed for garden work was not sufficient, especially in schools which have large gardens, and as every teacher is endeavoring to increase the size of the school and home gardens, the question of time for working them must be met. This difficulty was overcome last year at the Kaneohe School by a plan which I might cite as an example of efficient management to secure more working hours in the garden without interfering with the regular class-room exercises. Six Captains, older boys who understand the principles of good gardening, were selected to have direct charge of as many Companies, as in a military organization. Each company is made up of from eight to twelve "Volunteer Boys." One or two "Volunteer Boys" may be drawn from each room when the school is large enough. These "Volunteers" agree to come for garden work for one hour before school one day each week. For example, Company A comes on Monday, Company B on Tuesday, and so on. This furnishes a small band of willing workers which is easily

handled and every boy can be kept busy even if tools are scarce, as most of schools have enough tools to equip small classes. The "Volunteer Companies" and their Captains take care of the garden for the five school days each week. A sixth company is composed of a larger number of boys who are unable to attend early morning classes. Some attend Japanese schools and others work before and after school. These boys will take their turn at the garden on Friday, from one to two p. m.

I recommend this plan to the teachers in charge of the garden work on Oahu, inasmuch as it makes it possible for a school to put in five or six hours' work on the gardens without having a single pupil out of the class room more than one hour each week, even if all these classes are conducted in school hours.

Other teachers are successfully carrying on the work under other systems, but those who heretofore have not had a definite working plan for gardening might do well to adopt this idea of a voluntary military organization and modify it to suit their own schools. If you have a definite schedule for this work that you have tried successfully, no change is necessary. If you have no plan or one that works indifferently well, try this one or an adaptation of it. "It is not necessary that we all think alike, but it is necessary that we all think."

Therefore, let me urge all teachers in charge of garden work on Oahu: first, to work with a definite scheme of action; second, to have small classes; third, to allow the older boys to assume some of the responsibility; and, fourth, to instill into the minds and hearts of the pupils that their work in the gardens is a work of patriotism and a direct answer to the appeal of our President and those in Europe now suffering from hunger. Thus, interest and enthusiasm will be brought to the work, and the work in turn will help in the character building of our boys, which is the real work of the teacher.

Oahu Teacher's Association

By T. H. Gibson, Principal Liliuokalani School.

The annual meeting of the Oahu Teachers' Association was held on Nov. 30 in the Assembly Hall of the Territorial Normal School.

There was a very large attendance of public and private school teachers and others interested in education.

The program was as follows:

Opening Chorus—The Normal School.

Report of the Secretary.

Address—Hon. S. C. Huber, U. S. Dist. Attorney.

Story Work and Equipment—Mrs. Marshall and Miss Leone Jopson, Normal School.

The Teacher Before the Class—Mr. Paul Steel, Honolulu Military Academy.

Patriotism in Reserve—Miss Martha Chickering, Y. W. C. A.

Equipment for Teaching Hygiene—Miss Ruth Shaw, Normal School.

Speech Training—Miss Olive Day, Normal School.

Some Phases of Social Education—Mr. William C. Avery, Inspector General of Schools.

The Junior High School—Mr. Charles T. Fitts, Principal Punahou Prep. School.

The exercises began at 9 o'clock and there was not a dull moment until the close of the program at noon.

District Attorney Huber delivered a very inspiring and patriotic address in his usual eloquent and finished style, and the enthusiasm aroused was not allowed to flag through the whole program.

Miss Jopson's telling and illustrating of the story of Paul Revere's ride was a model of story telling and was much appreciated by every one present.

Mr. Steel's talk on "The Teacher Before the Class" included all phases of the subject and afforded many valuable suggestions even to experienced teachers.

Miss Chickering spoke of the work of the Immigration Department of the Y. W. C. A., of which she is in charge.

Miss Shaw, with a class of children, dramatized a lesson in hygiene, in which first aid and the co-operation of the nurse and doctor were illustrated.

Miss Day's talk on "Speech Training" was a treat. Her perfect enunciation gave one to see, or rather to hear, how beautiful is the English language when properly spoken.

In his address on "Some Phases of Social Education," Mr. Avery showed how the subject-matter of the curriculum may be socialized and made to correlate with the life of the community.

Mr. Fitts was full of his subject, "The Junior High School," having studied the matter exhaustively on his recent trip to the mainland, and explained very clearly the benefits to be derived by the adoption of this system.

Probably the part of the program most generally appreciated was the delicious lunch prepared by Mrs. Otremba, head of the Domestic Science Department of the Normal School. With the assistance of the Normal School students, Mrs. Otremba served eight hundred lunches and the promptness and efficiency of the service occasioned many favorable comments.

The afternoon was devoted to studying the display of equipment which was arranged by subject and grades in the different rooms and consisted of charts, objects, pictures, collections, etc. Almost every school on the island was represented in these, and some of the most interesting equipment was from the country schools.

The charts showed equipment for teaching or illustrating all the subjects of the course of study from the first grade to the eighth. The Hygiene charts, for instance, showed pictures of soap, towels, tooth brushes, combs, hair brushes, bath tubs, etc., in first grade work, and pictures and drawings illustrating the development of the subject up through the grades, showing the rela-

tion of insects, rats, etc., to the spread of disease, physiological charts, pictures and drawings illustrating sanitation, bacteriology, etc.

The Arithmetic charts showed illustrative material from pictures of animals, objects, etc., for counting, up to finished specimens of geometrical drawing, accounts, notes, checks, etc.

It would be impossible in this article to tell of the wealth of illustrative material in these charts brought together from all the schools. As a rule, the charts were the work of the pupils and were made, week by week, through the term as each separate subject was developed in class.

The other illustrative material consisted of collections of woods, shells, soils, fibers, pictures, photographs, material illustrating the industries, maps showing geography and history work—many of them carefully drawn and valuable for the purpose for which they were made—as in many cases such maps are not available.

Much credit is due the teachers and cadets of the Normal School for receiving, arranging and returning all this material.

Commissioner L. G. Blackman, president of the association, presided at the meeting, and it was due to his efforts that the meeting was such a success. Credit must also be given to Mr. Davis, the supervising principal, to whose suggestions was largely due the great wealth of illustrative material exhibited at the meeting.

The officers elected for the ensuing year were:

Mr. W. C. Avery, President.

Miss Isabel Kelley, Vice-President.

Mr. Paul MacCaughey, Secretary and Treasurer.

Patriotic Address

(Kauai Teachers' Convention, Nov. 30, 1917.)

By Judge James Banks

Ladies and Gentlemen:

The beauty of Kauai and the hospitality of its people are far famed. I consider myself most fortunate to have received an invitation from you to make you a visit, and it is certainly flattering that you wish me to express to you my views on matters that are of vital importance to every loyal American. Your presence is an assurance that you are all Americans in sentiment, if not in citizenship, and that you will be in full accord with what I shall say.

It is a great privilege to have been born on American soil and to have inherited from American ancestors a high sense of devotion to those principles of personal liberty and political freedom upon which our government was founded and for the preservation of which the greatest war in all history is now being fought. It is equally a boon to have escaped the oppression and

arbitrary inequalities of other countries and found contentment and opportunities under the protection of our laws.

There should be no difference between the loyalty of a native American and one who has become a citizen by adoption. They have shared equally in the good gifts which our country had to bestow and they have an equal sense of responsibility. Having been equal participants in our country's bounty, they should be equally active and self-sacrificing in its behalf in its time of peril. I can conceive of no one more despicable than a man who has fattened on our resources, lived in security under our laws, educated his children in our schools, and enjoyed all the blessings and benefits of our social system, and then—when the stress of war comes—deserts to our enemies. Such an one, it matters not whether he is native born or adopted, is removed from the respect of all self-respecting people.

There are, both on the mainland and elsewhere in the United States, those who, notwithstanding their obligations to our own government, are obstructing by dark and devious methods its progress in the pending war. The leaders in these dastardly efforts are rapidly becoming known. Many of them are already in prison and others will be sent there as soon as the evidence is accumulated. Only a short time ago the captain of a small sailing vessel, in order to destroy certain cargo that was consigned to a British Consul, ran his boat into a reef in the Pacific Ocean, set fire to it, and came near sacrificing the lives of the entire crew. I could tell you of men in Honolulu who are now under suspicion, and against whom there is considerable evidence of disloyalty. Some of them have made large fortunes out of American opportunities and ought to be absolutely loyal to our country.

The United States is in no mood to tolerate sedition and those who would, even by indirect methods, give aid and comfort to our enemies had better beware lest they meet the fate of traitors. Our country is engaged in a stupendous struggle. A great ocean lies between us and our enemies. Our armies and their equipment must be transported by slow stages and at great peril and enormous expense. A majority of our soldiers must be trained and armed. It is no child's play to whip Germany. Most of the European nations have tried for over three years to accomplish the task and have not yet succeeded. Apparently Russia is out of the fight. Italy is brave and loyal, but her efficiency is questionable. France is bleeding at every pore. England, and England alone, is stronger than when she entered the war, but England, unaided, cannot whip Germany, and unless Germany is conquered, America will be conquered. Either American democracy must triumph or Prussianism will rule the world. America will win, but she will win through the loyalty and sacrifice of her people.

It is a pity laws have to be passed to enforce loyalty. It ought to be as spontaneous as breathing. It ought to be a natural self-protection. The traitor should be so

exceptional that he would find it impossible to survive the fury of an outraged public sentiment. There are men, however, in every country who yield to all sorts of sinister influences. Their greed is so great that it is not difficult to purchase even their honor. For this contemptible brood the laws against treason and other lesser forms of apostasy have been enacted. By these laws some of the privileges we have long enjoyed have been abridged, or at least temporarily restricted. For instance, certain restraints have been laid upon the right of free speech. It is no longer permissible to utter words which are calculated to hinder the government in its military operations or in the organization of its army. Men have been recently tried and convicted for saying things that, before we entered into the war, it would have clearly been their right to say. Efforts are being made through legislation to regulate the prices of food and other necessities of life. A censorship is placed upon cablegrams so that you can no longer send any kind of message you may wish. The safety of the people is the supreme law and nothing is legal which hazards or even tends, however remotely, to hazard our country's success in this terrible conflict.

We did not assume the burdens and tragedies of the war because of our desire to take part in settling the commercial and territorial hostilities that had divided European countries. These were matters that concerned them alone and which we would gladly have left to the arbitrament of their own armies or the composition of their own diplomats and statesmen, but the Kaiser's ambition was not limited to the conquest of the foes of his own continent. His blood lust for victory and power included our own peaceful country and in his arrogance and monumental egotism he disclosed his purpose. While we were extending to his accredited representatives the courtesies and hospitality that are only accorded the emissaries of a friendly power, he—through them—was endeavoring to embroil us with Mexico and Japan. Not only that, but his agents and spies were everywhere sowing seeds of dissension and dissatisfaction among our own people.

No one will ever know to what extent the propaganda against "preparedness" was influenced by German diplomacy and German money. There were, of course, many unsuspecting men and women who sincerely believed that Germany only desired to find her place in the sun of Europe and with that accomplishment her ambition would be fulfilled. But Wilson, who has the keenest mind our country has ever produced, and the widest vision, knew better. He soon realized that Germany's scheme of conquest was not circumscribed by the battlefields of Europe and that America would in all probability be called upon to defend her existence with her blood, and that no time should be lost in preparing for the possible conflict. Consequently he went among the people and urged them to demand of an indifferent Congress the passage of such legislation as the exigencies of the situation required. The people promptly responded and Congress yielded.

What this great patriot of prophetic vision foresaw, has occurred. Events have proven that his speeches and messages were not the hysterical utterances of a frightened coward, but the solemn warnings of an informed statesman. We are locked in a life-or-death struggle with the most cruel and powerful despot of all the ages. Our cause is a just and holy one. Our motive is not a desire for enlarged territory. It is not even a wish to bring disaster and humiliation upon the German people. The common people of Germany are just as much sufferers from Prussian tyranny as the rest of the world would be if it were possible for German autocracy to succeed and they will be the largest beneficiaries of its defeat.

We are fighting for our liberties. We are fighting for those principles of free government for which the heroes of the Revolution spilled their blood, and which placed Washington and Lafayette and Lincoln among the immortals. We are fighting for the life of democracy without which you and I, and our children, and our children's children and all the peoples of the earth, must forever wear the galling yoke of bondage. We are fighting for our homes, made sacred by all the little incidents of domestic happiness. We are fighting for our schools, where children are taught our mother tongue and where they are instructed in the inspiring pages of our glorious history. We are fighting for the freedom of the world so that men may not have to bear on their weary shoulders the heavy burdens of selfish rulers.

In order to accomplish these high purposes, this country will exert all its tremendous power and utilize all its resources of men and material. The victory cannot be won without sacrifice. Self-denial must be the dominant thought in American life. It must be taught in our schools and practiced in our homes. Economy has become the supreme virtue and wastefulness a cardinal sin.

Millions of young men are ready to make the supreme sacrifice. Many of them are already camped upon the battlefields of France. Some of them have been done to death in their country's cause. Thousands more will perhaps never return to the soil for which they lived and died. Hearts will be broken, homes made desolate and little children will cry in the night for the touch of the vanished hand and the sound of a voice that is still. Many of us who would like to take an active part in the great struggle are debarred by age or other impediments.

How gladly would I stand beside my own son who today wears the uniform of an American soldier and is willing to lay down his life in order that you and I may live as free men in a free country. I may never see him again. It may be that I have looked for the last time into his brave young eyes and that he will have an unmarked grave upon a foreign shore. As terrible as this thought is, it is more terrible to think of my country conquered and prostrate at the feet of a merciless foe.

Every father feels the same way. If our boys are sacrificed it will not be a vain and useless sacrifice. Out of the heat of war will come a purified and chastened world. Old tyrannies and old artificial distinctions and class jealousies and hatreds and racial antagonisms will have been consumed in the fierce fire of battle. Those countries that have stood together and suffered together for the supremacy of right and the preservation of human liberty will be united in the indissoluble bonds of a common brotherhood. The various nationalities and classes and factions that compose our own population will be fused into a harmonious and united people. The schisms and jealousies that have so often divided us will be forgotten and the hyphen will disappear forever from American citizenship. There will be a new birth of patriotism. Mothers who have given their sons to save their country will love their country more. Fathers will be more strongly attached to the soil of their nativity, or adoption, because for it their sons were tortured and died. Liberty and equality will be more sacred and more real because they were saved at the cost of precious blood. There will come to the world a sweeter and more enduring peace than it has ever known. What an inspiration to human conduct. What a motive for supreme endeavor. What an altar upon which to lay our greatest gifts. What a privilege to contribute to the salvation of the race from the terrors of barbarism and a perpetuation of the blessings of civilization.

In this stupendous work you, as teachers, have a noble and essential part. After this war is over there will be a great gap in the manhood of the world. Much of our most virile blood will be shed. An appalling number of young men from whose loins a generation would spring will go childless to their graves. The shoulders upon which the cares and responsibilities of life and the re-creation of life will fall, will be pitifully diminished. There must be no avoidable waste.

America will require that every male child who comes to maturity during the next twenty-five years be highly equipped for citizenship—not only for citizenship but for paternity. The blood of our boys must be kept clean. Their bodies must be made strong and their hearts must be quickened with a passionate love for their country and their minds filled with the sublime ideals in defense of which their brothers and fathers went to their death. They must be taught to value at its highest worth and to cherish as a sacred gift the priceless heritage of freedom that was bequeathed to them through the agony and suffering of a stricken world.

PLAYGROUND DUTY.

The following is taken from a pamphlet prepared by Principal E. A. Brown of Puunene School, Maui, for his teachers at the beginning of the year. It states very clearly what is expected of teachers in the way of recess duty and is commended to all teachers who may have had doubts as to their responsibility in the matter:

"Teachers are expected to be on duty fifteen minutes

before the time set for beginning school each school day and remain on duty continuously until their pupils have been properly dismissed after 2 p. m. The intermissions are the most trying times of the day. Most accidents, fights, riots, etc., take place at these times. It follows that these are times of your greatest responsibility. No teacher can do her duty to the school if she retires to the privacy of her living apartments during the noon recess. Broken arms and other injuries will be charged against teachers who are not reasonably vigilant at times of danger as well as at other times. A letter from the Inspector General of Schools states emphatically in regard to 'yard duty or the supervision and direction of the playground at recess time' that it is a duty 'which we reasonably expect of principals and teachers.'

"It is also stated that 'Principals must direct teachers to efficiently supervise the school yard.' The assignment of teachers to yard duty will be posted in the 'Teachers' Reference Bulletin of Instructions' which will be kept in the principal's room for the information of the teachers. Teachers must keep themselves thoroughly informed on the instructions contained in this bulletin. All teachers not specially assigned to yard duty are assigned to serve in a similar capacity in the rooms and halls. Teachers should exercise authority over any pupil of the school whenever conditions arise to require it.

"We are required to teach 'Good Manners and Right Conduct.' 'The faults of children should be corrected as they occur. Hence the teacher should direct the manners and conduct of his pupils throughout the school day.' This can best be done when pupils have the freedom of the room. You can get best results at intermissions.

"We should understand that the positions we hold were not made especially for us but that we are rather employed to fill their requirements—to serve the pupils to the best of our ability.

"The doors of the school buildings will not be open to the pupils until 8:45 a. m. unless weather conditions make it necessary to admit the pupils earlier. At 8:45 each teacher is expected to be at her desk **with all preparation made for the day's work.** Pupils should be admitted to their rooms at this time but they should be required to maintain proper decorum. Their conduct should be such as is naturally to be expected in a well regulated home presided over by refined parents who consider children of first importance. The home that is too nice for children is not to be thought of in this connection. Children should be given a warm welcome to quietly and modestly enjoy the freedom of the school building, within reasonable limitations, but loud and boisterous conduct should be forbidden. Children should not be allowed to run through the building, loiter or play in the halls, or overstep the reasonable limits of good breeding. They should be taught to throw their weight on their toes when walking in the building and thus avoid a great deal of noise."

Hawaii Educational Review

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THE LIBERTY LOAN.

Patriotic Response of West Hawaii Teachers.

When an opportunity was given to the teachers of West Hawaii to subscribe to the Liberty Loan, it met with a most generous response. A short and spirited canvass was made by Supervising Principal Taylor and, on every hand, the teachers were waiting for a chance to help.

The canvass reached its climax on October 27th and a summary of the subscriptions for West Hawaii was made. It was found that every teacher in the district owned one or more of the bonds and the total subscription reached the sum of \$7,750. Such a general and loyal response is worthy of special commendation and the record is one of which every teacher in that district may well be proud.

SCHOOL FLAGS

The attention of all principals is called to the fact that as the Legislature did not provide any appropriation for the Public Works Department for the purchase of flags for public buildings, including the schools, as was the case during the previous biennial period, the counties must be called upon to furnish such out of their appropriation for furniture and fixtures. Teachers should, therefore, return their old flags to the county authorities in their respective counties and address to such their requests for new flags.

The Garden Plan

By F. A. Clowes, Vocational Instructor for Hawaii.

Haphazard methods produce haphazard results. Careful planning greatly increases the probability of success. The planning of class room work throughout the schools has been perfected, and is of course being very

generally followed. This is unfortunately not the case with the vocational work. Of the vocational subjects, gardening seems to have received the least planning effort. Each teacher has received a copy of Farmers' Bulletin 818, "The Small Vegetable Garden." If the suggestions on garden planning contained in that bulletin were more generally followed than is at present the case, very little fault could be found, and it is certain greater success would attend the school garden work.

The illustrations herewith are samples of commendable plans. The Kaumana School Garden Plan is for a garden where the children are thought by the principal to be too small to have individual gardens, so the garden is worked by gang labor. In this case the plan was prepared by the teacher in charge of the garden work. The Paauiilo plan is as it states, the plan of one of forty individual gardens, each plan prepared by the pupil. In this case, for the first planting, all the pupils followed a uniform plan, thus permitting of a better general appearance for the whole garden. For later planting, more individuality could be developed. In each of these cases, the Kaumana School and the Paauiilo School, seeds were furnished from department funds by the Vocational Instructor, on receipt of the plan and estimates. The planting distances and seed estimates were prepared from the tables in Bulletin 818, mentioned above, and from the one prepared by the Territorial Food Commission.

The following instructions should be followed by teachers in charge of school gardens:

Make a new diagram at the beginning of each term, and before summer vacation.

Show on the diagram the spading, plowing, fertilizing and other preparations to be given.

Change the plan into a record by making the necessary changes where the work is done in a different way from that planned.

Plan to have the garden occupied entirely during long vacation by slow maturing crops; that cover the ground completely; that require no weeding, and little irrigation. Plant them early enough to have them cover the ground before vacation commences, and thus do away with the necessity for hoeing during that time; but plant them late enough so that they will not need to be harvested till after vacation. Examples of crops that can be used for this purpose are: Sweet potatoes, pole beans without poles, peanuts of the spreading type, cowpeas, velvet beans, jack beans, and taro.

Where the area is large, plant plentifully of staple food crops, such as sweet potatoes, beans, taro. Corn and Irish potatoes are not dependable under all conditions in the Territory, and should therefore be planted only on a small scale in most school gardens.

On limited areas, salad crops such as lettuce, radish and greens are to be preferred.

Use radishes and lettuce, and bush beans as companion crops with slow maturing crops such as onions, carrots, pole beans, taro, sweet potatoes.

PAAUILO SCHOOL. Nawai Kekoolani.

KAUMANA SCHOOL GARDEN.

January 2, 1918.

Scale: 1 in.=24 ft.

Lima Beans, followed by Kentucky Wonder Beans.

Kentucky Wonder Beans, followed by Lima Beans.

Sweet Potatoes planted in June, followed by Cabbages in Jan.; Cabbages followed by Taro in May.	Cabbages in Dec., followed by Lima Beans in April as cover crop.
Na, followed by Taro in Feb.	Mixed vegetables, followed by mixed vegetables, followed by Lima Beans in June.
Corn, followed by Potatoes, followed by Taro in Jan.	Carrots mixed with Radish, Lettuce in between, followed by mixed vegetables, followed by Lima Beans in June as cover crop.
Beans planted in Sept., 1917, followed by Sweet Potatoes in Dec., 1917, followed by legumes in June: Cowpeas, Jack Beans, Velvet Beans, Porto Rican Beans.	Irish Potatoes planted in June, 1917, followed by Corn in Oct., followed by Beans in Feb., followed by Sweet Potatoes in June.

Kentucky Wonder Beans, followed by Papaia Trees.

2 ft.	..... 18 heads.....	Lettuce.
2 ft.	.....	Japanese Cabbage.
18 in.	..... 18 plants	Leeks.
2 ft.	..... 48	Bush Beans.
2 ft.	..... 48	Bush Beans.
2 ft.	..... 30	Onion Seed.
1 ft.	..... 30	Onion Sets.
1 ft.	..... 30	Kohl-Rabi.
1 ft.	..... 18	Onion Sets.
18 in.	..... 36	Beets.
18 in.	..... 42	Turnips.
18 in.	..... 42	Carrots.
18 in.	..... 42	Carrots.
3 ft.	..... 5 hills	Sweet Potatoes.
3 ft.	..... 5 hills	Sweet Potatoes.
3 ft.	..... 5 hills	Sweet Potatoes.
3 ft.	..... 5 hills	Sweet Potatoes.

AMOUNT OF SEED FOR FORTY GARDENS

At Paauilo School. Each as per diagram at right.

1. Lettuce $1\frac{1}{5}$ oz.
2. Japanese Cabbage.....
3. Leek $1\frac{1}{5}$ oz.
4. Bush Beans..... $4\frac{4}{5}$ pts.
5. Onion Seed..... $2\frac{2}{5}$ oz.
6. Onion Sets..... $4\frac{4}{5}$ qts.
7. Kohl-rabi $\frac{3}{5}$ oz.
8. Beets $4\frac{4}{5}$ oz.
9. Turnips $1\frac{1}{5}$ oz.
10. Carrots $4\frac{4}{5}$ oz.
11. Sweet Potatoes..... $28\frac{4}{5}$ lbs.

Scale: $\frac{1}{2}$ inch=2 feet.

United States Government

FEDERAL

LEGISLATIVE	EXECUTIVE	JUDICIAL
96 Senators	President	Supreme Court
435 Representatives	Vice-President	Court of Appeals
	Secretary of State	Court of Claims
	Secretary of Treasury	Court of Commerce
	Secretary of War	
	Attorney General	
	Postmaster General	
	Secretary of Navy	
	Secretary of Interior	
	Secretary of Agriculture	
	Secretary of Commerce	
	Secretary of Labor	

United States Territorial Officers

Postmaster
Collector of Customs
Collector of Internal Revenue
United States District Attorney
United States Marshal
Immigration-Labor Inspector
Chief Quarantine Officer

TERRITORIAL

LEGISLATIVE	EXECUTIVE	JUDICIAL
15 Senators	Governor	Supreme Court
30 Representatives	Secretary	Circuit Courts
	Attorney General	
	Treasurer	
	Supt. Public Works	
	Surveyor General	
	Supt. Public Instruction	
	Auditor	
	Commissioner Public Lands	
	President Board of Health	
	High Sheriff	

CITY AND COUNTY OF HONOLULU

LEGISLATIVE	EXECUTIVE	JUDICIAL
7 Supervisors	Mayor	District Magistrates
	Treasurer	
	Auditor	
	Clerk	
	Attorney	
	Sheriff	
	Deputy Sheriffs	
	Engineer	
	Chief, Fire Department	
	Building Inspector	
	Plumbing Inspector	
	Supt. Parks and Playgrounds	

NOTE: Other counties have no Mayor. The Supervisors elect one of their number as chairman. Chief, Fire Department, etc., are city officers.

Outline for the Life of Abraham Lincoln

Mrs. Ruth Hampton, Kaahumanu School

EARLY LIFE OF LINCOLN.

I. INTRODUCTION—

2. Superior to all heroes.
- b. Commands great interest.

A. Parentage:

1. Grandfather—Abraham Lincoln.
 - a. Log cabin home in Kentucky.
 - b. Killed by Indians.
2. Father—Thomas Lincoln.
 - a. Trade—carpenter.
 - b. Indolent disposition.
3. Mother—Nancy Hanks Lincoln.
 - a. Well-educated for the time.
 - b. Lived in great poverty.

II. LINCOLN'S CHILDHOOD—

1. Born in Kentucky—1809.
 - a. Lived in wilderness for seven years.
2. Early education.
 - a. Taught by mother.
 - b. Studied Nature—outdoor life, birds and flowers.
 - c. Influence of Bible on his life.
3. The move to Indiana.
 - a. Slight improvement in circumstances.
 - b. Journey on foot.
 - c. Cut way through wilderness.
4. Death of Lincoln's mother.
 - a. Lincoln's sorrow because of no funeral service.
 - b. Sending for David Elkins.
 - c. The funeral service.
 - d. Lincoln's debt to his mother.
5. Step-mother—Sarah Lincoln.
 - a. Her influence on his life.
 - b. Great energy.
 - c. Improvements in living.
 - d. Sent children to school.

III. LINCOLN'S YOUNG MANHOOD—

- A. 1. His appearance.
2. Business experience.
 - a. His first venture.
 - b. Voyage on a flat-boat to New Orleans.
3. Moved to Illinois.
 - a. Gets name of "rail-splitter."
- B. Life of the pioneers.
- C. Second trip to New Orleans.
 - a. His opinion of slavery formed.
- D. War with the Indians—1832.
 - a. Lincoln made captain of company of Mounted Volunteers.
 - b. No desire to be a military hero.

- E. Candidate for Legislature.
 - a. Defeated by Democratic party.
- F. Business experience a failure.
 - a. Many years getting out of debt.

IV. POLITICAL LIFE OF LINCOLN—

- A. Elected to Legislature—1834.
 - a. Aroused desire for improvement.
 - b. Ended the carefree life of the woodsman.
 - c. First meeting with Stephen Douglas.
- B. Re-elected to the Legislature—1836.
 - a. First protest against slavery.
 - b. His influence changed capital to Springfield.
 - c. Studied law and became partner of John Stuart.
 - d. Two more terms in the Legislature.
- C. Lincoln and President Harrison.
 - a. Harrison a "log cabin candidate." Successful in fighting Indians.
 - b. Sympathy and support of Lincoln.
- D. Lincoln's marriage.
 - a. Home in Springfield for seventeen years.
 - b. A successful lawyer.
- E. Representative to Congress—1837.
 - a. Met famous men:
 - Douglas.
 - Webster.
 - Calhoun.
 - Jefferson Davis.
 - b. Introduced bill to abolish slavery in Washington.

V. LINCOLN AND SLAVERY—

- A. Importance of the slavery question.
 - a. Demands of the South.
 - b. Ill-feeling between the North and South.
 - c. Lincoln-Douglas debates.
 - d. Lincoln attracting widespread attention.
- B. Political parties—1856.
 - a. Republican—made up of "Free-Soilers," Whigs and some Democrats.
 - b. Lincoln's work for the party.
 - c. Plot to kill him.
- C. 1. Presidential campaign of 1860.
 - a. Lincoln elected.
 - b. Effect on the South.
 - c. Gets nickname of "Honest Abe."
2. His four years as President.
 - a. Desire to preserve the Union.
 - b. Work very difficult.
 - c. Importance of freeing slaves.
3. The Emancipation Proclamation.
- D. The Civil War.
 - a. Successes and failures.
 - b. Battle of Gettysburg; beginning of Union successes.
 - c. The surrender of the South.
- E. Re-election of Lincoln.
 - a. Inaugural address.

VI. DEATH OF LINCOLN—

- A. 1. Did not live to see the result of his great work.
2. Ford's Theater.
 - a. Assassinated by John Wilkes Booth.
 - b. Buried at Springfield, Illinois.
3. The apology from England.

SUPPLEMENTARY READING.

Abraham Lincoln—Hawaii's Young People—Feb.,	1907.
Lincoln's Advice	" " " " 1909.
Lincoln's Kindness	" " " " 1903.
Lincoln's Promise	" " " " 1903.
Lincoln and His Books	" " " " 1912.

LESSON OUTLINES

The lessons in "Community and National Life," of which the one on aeroplanes was published in the last number of the "Review," are suggestive of the kind of lessons our boys and girls need in the preparation for future industrial development and for participation in self government.

The following titles and outlines will be of use to the resourceful teacher:

I. Spinning and Dyeing Linen in Colonial Times.

1. What Colonial Children Made.
2. Home Manufacturing Not Common Today.
3. Raising Flax and Getting the Fiber.
4. Making Fiber Into Thread.
5. Weaving.
6. Dyeing and Bleaching.
7. Making Things Depends in Modern Times on Cooperation.

II. The Water Supply of a Town or City.

1. The Many Uses of Water.
2. Wells as Sources.
3. A City Needs Much Water.
4. Public Water Systems.
5. The Water System of Chicago.
6. Tunneling Under the Lake.
7. Need of a Sewerage System.
8. Disease and Impure Water.
9. The London Epidemic.
10. Need of Knowledge on the Part of the Public.
11. Filtering Systems.
12. Prevention of Waste.

III. Petroleum and Its Uses.

1. Substitution of Petroleum for Animal Oils.
2. Invention of Refining Process.
3. The First Well.
4. Early Problems of the Industry.
5. A Petroleum Refinery.
6. The Uses and Value of By-Products.
7. Uses for Power.
8. Use as Fuel.
9. Other Uses.
10. Transportation of Petroleum.
12. The Problem of Conservation.

Conduct of Examinations

Teachers and principals who are not certain as to the rules and regulations concerning examinations should inform themselves thoroughly in regard to them.

There have been violations of the rules on the grounds that morning exercises did not allow the examinations to begin promptly at nine o'clock and that, for certain reasons, the pupils did not have all the questions on the board until nine-thirty, etc.

The rules specify exactly the time for examinations and what shall be done at other times, and any alteration of this schedule is clearly an infraction of the rules. Allowing pupils to copy papers after the time set for examination is giving the class an advantage over pupils of schools where the rules are followed, and is not only a violation of rules, but is unfair and unjust.

This notification in the Educational Review will be considered sufficient notice to all concerned that the Department intends that all rules laid down for examinations shall be followed implicitly.

It is possible to call the children together five or ten minutes before 9 o'clock and to have paper distributed and everything ready so that the examination envelope may be opened promptly at nine. If this is done, there will be little reason to complain of time in closing the examination promptly at eleven o'clock, or whatever hour the schedule designates.

Seating of Pupils in Examinations.

It is well worth while to give attention to the seating of pupils during examinations. The very fact that "all appearance of evil" is avoided is a source of strength to the pupil in feeling that individual merit is the sole opportunity for success.

Where there are two or more grades in one room it is usually possible to arrange the children so that nearly all the seats may be occupied and yet no pupils who are taking the same examination will be seated in adjacent seats. The writer has observed several cases where pupils of the same grade were seated at double desks and occupied entire rows of seats. There was every opportunity for collusion and, although there may have been no dishonesty whatever, it would have been far better for the teacher to have removed temptation and to have given the children the feeling that the examinations were carried on in the most careful and conscientious manner.

Careful attention to details and a strict adherence to the rules on the part of the teacher will be reflected in the attitude and in the work of the pupils.

Scene in a grade 6 history recitation of the Makawao School:

Teacher—What famous thing did Pizarro do?

School Boy—Why, Pierce-Arrow—he conquered Peru.

The Horse

(Copy of an Essay of an East Indian Student.)

The horse is a very noble quadruped, but when he is angry he will not do so. He is ridden on the spinal cord by the bridle, and sadly the driver places his foot on the stirrup and divides his lower limbs across the saddle and drives his animal to the meadow. He has a long mouth and his head is attached to the trunk by a long protuberance called the neck. He has four legs; two are in the front side and two are afterwards. These are the weapons on which he runs and also defends himself by extending those in the rear in a parallel direction towards his foe. But this he does only when in a vexatious mood. His feeding is generally grasses and grains. He is also useful to take on his back a man or woman as well as some cargo. He has power to run as fast as he could. He has got no sleep at night time, but always standing awoken. Also there are horses of short sizes. They do the same as the others are generally doing. There is no animal like the horse. No sooner they see their guardian or master they always crying for fooding; but it is always at the morning time. They have got tail, but not so long as the cow and other such like animals.

Outline of United States Government

An outline of the branches of the United States Government has been prepared by Mr. James C. Davis, Supervising Principal for Oahu. This outline will be found on page 10 of this number of the Review. It is hoped that the outline will give a clear idea of the relation of the different departments of government. For material covering the length of service and duties of different officials, and whether elected or appointed, the teacher is referred to such reference works as **THRUM'S ANNUAL**, **THE WORLD ALMANAC** and **ENCYCLOPEDIAS**. Where these reference works are not available, local officials will be glad to give the needed information and the names of officers holding these several positions.

The teacher should not attempt to teach too much detail as there are so many things that might be taught in regard to these offices that one could soon go to extremes; a clear, simple outline is best. The County officers for each County are the same as for the City and County of Honolulu, with the exceptions as given in the note. To be specific, they are:

Chairman, Board of Supervisors
County Treasurer,
County Auditor
County Clerk
County Attorney
County Sheriff
Deputy Sheriffs
County Engineer

There has been some confusion in answering the questions asked in examinations in regard to the branches of government. There are very few cases where the form of government, such as absolute monarchy, limited monarchy, and republic, would be required; and when this information is asked for, every effort will be made to ask the question so that there will be no misunderstanding. It is recommended that teachers keep the names of officeholders up to date.

Get into the Garden Contest!

The Star-Bulletin garden contest for 1919 is now in full swing. Be sure to write to the Bulletin telling them that you have entered and asking for the blanks, and instructions which you are to follow. Do not wait until the contest is half over and then say you "did not know" or "did not have a chance."

The Star-Bulletin wants every school and every boy who has a school or home garden to enter, but it wants each one to comply with the rules and carry out its instructions. If you are not sure that you have conformed with the rules, find out as early as possible and, meanwhile, keep on working hard. The prizes are well worth working for and the results of successful work are more valuable than the prizes.

LIFE OF LINCOLN.

There may be difficulty in securing books for literature in the Sixth, Seventh and Eighth Grades this term, as the bookdealers have notified us that the books have not been received, and that freight is much delayed on the Mainland. A complete outline, made from the authorized text, is published this month, and there are also references to Hawaii's Young People which will be available in all the schools. A great deal of material may be secured on the life of Lincoln from reference books, and, with the aid of the outline referred to, the work may be carried on successfully until the books are received.

It will stimulate interest if the teacher will ask pupils to find all references to Lincoln that they can and report on them to the class.

Questions on School Laws and the Rules and Regulations of the Department of Public Instruction

The following questions have been used by Supervising Principals and may be helpful to teachers in studying the School Laws and Rules and Regulations:

1. Of whom does the Department of Public Instruction consist?
2. What are the duties of the Superintendent?
3. By whom is the Acting Superintendent appointed and what are his duties?
4. By whom are the Commissioners appointed; from where; for how long; what are their duties; how are vacancies filled?
5. Who are eligible as Commissioners? How many may be women?
6. How many constitute a quorum? How often shall the Commissioners meet and when?
7. What are the special duties of the Inspector General? What may he do in the discretion of the Department?
8. How many Supervising Principals may be appointed?
9. Whose duty is it to build, equip and maintain school houses?
10. What is the law in reference to the punishment of pupils?
11. How are teachers' conventions established?
12. How are private schools established?
13. What is the law of compulsory school attendance? Give six exceptions.
14. Whose duty is it to look after truants?
15. How are pupils transferred from one school to another?
16. To what pupils may books be furnished free?
17. How may the Department acquire school sites on public lands?
18. To whom shall the profits arising from agricultural and industrial pursuits in the public schools belong, and how shall they be divided?

19. What is the law relating to health certificates of teachers and pupils?
20. Name the territorial holidays.
21. What is the Teachers' Pension Fund?
22. From what sources is the fund derived?
23. Who are authorized to carry out the intentions of the fund?
24. How are the assessments collected?
25. When may a teacher who subscribes to this fund retire? When may she be retired?
26. How much must she have paid into the fund before she can receive a pension?
27. How much will the pension be in each case?
28. Suppose a teacher having subscribed to the fund wishes to withdraw, how much would be returned to her?
29. Suppose the amount of the fund should become inadequate to carry out the provisions of this act, how must it be distributed?
30. What are the duties of the principal? Of the assistant teacher?
31. What is the salary schedule of teachers holding permits to teach? Of those having certificates? Of those having Normal diplomas?
32. What is the salary schedule for Principals?
33. What is the salary schedule for High and Normal School teachers?
34. What is the rule governing vacation salaries?
35. For what causes may a teacher be dismissed?
36. When may the department transfer a teacher?
37. For what causes may salaries be withheld?
38. For what may salaries be reduced?
39. What is the rule governing leave of absence on account of illness?
40. What are the conditions upon which the longest leave of absence may be granted?
41. What two kinds of certificates are granted?
42. How would a candidate obtain a Primary Certificate? A Grammar Grade Certificate?
43. Who may be members of the Board of Examiners?
44. What is the rule for the recognition of credentials from the mainland or abroad?
45. What is the rule as to religious instruction?

46. What is the rule about outside employment?
47. What is the rule about school sessions and recesses during rain?
48. Who may excuse uncertificated teachers from attendance at summer schools? When?
49. Who may change school hours and why?
50. What is the rule governing teachers whose marks are below?
51. What is the rule as to the Educational Review?

Teach Americanism

The purpose of education in a democracy is essentially to train youth for citizenship and its responsibilities. It has always been the aim in American schools, but, at the present time, the need is emphasized more strongly than ever. We cannot be satisfied with anything but the best results, and we want our Territorial schools to be centers of the most ardent and positive patriotism. Each teacher should feel the added responsibility

of this duty and should be well informed, as well as strong in her convictions, so that she may inspire the young lives with which she comes in daily contact.

The Department is sending out a questionnaire to all teachers in order that it may be sure that we are united and unanimous in our endeavors to teach loyal Americanism. The questionnaire is as follows:

"The principal function of the public schools of the Territory of Hawaii is to produce loyal American citizens.

"Good American citizenship is more important than scholarship.

"The Department expects all its teachers to express themselves positively in teaching loyal Americanism.

"Will you do this?

"Answer this question, 'Yes' or 'No.'

"Answer.....

"Signature

"Return this sheet to the Department.

"This letter is being sent to all the teachers in the employ of the Department."

RULE

The following is a rhyme that has been found helpful in having the pupils know when to use "ei" and "ie":

When "ei" and "ie" both confuse,
How can we tell which to use?

A simpler rule you can't conceive.
Never, never to deceive,
All your troubles to relieve,
Such a simple rule you can't conceive.

As it is not made of many pieces,
To puzzle your daughters, sons or nieces,
With it all your trouble ceases.

Apply "e" after "c,"

And "i" after other letters as you see.

A teacher in his field,
Will never deign to yield,
To the hardships that hold a shield
Over the duty he has to wield.
Thus a teacher in his siege,
Becomes a master in his liege.

To these we must note four exceptions
Which you will learn, if you please,
And always try to remember: deign, leisure,
weird and seize.

AMOS J. IGNACIO,
Principal, Ninole School.

NEW SEED CATALOG

AGGELER & MUSSER SEED COMPANY'S SCHOOL GARDEN NUMBER

Our seed catalog has become so popular as a text-book for school garden work through the Southwest that we have made of our 1918 book an encyclopedia of gardening, indispensable to the teacher of school garden work. Every school teacher in the Territory of Hawaii, about January 1st, 1918, should be on the lookout for it. If it fails to reach you, write for it. It is the most meritorious school garden book ever published. It is free.

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True Stories of Great Americans—Sam	
Houston50
MacElroy, Work and Play in Colonial Days..	.40

NEW HIGH SCHOOL TEXTS:

Vosburgh and Gentleman, Junior High School	
Mathematics—First Course	\$0.75
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Composition—Part I25
Storm, Immensee40

FOR TEACHERS:

Twiss, A Textbook in the Principles of	
Science Teaching	\$1.40
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Hawaii Educational Review

THE TERRITORY OF HAWAII IS AN INTEGRAL PART OF THE UNITED STATES OF AMERICA

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Price, 10c



The American Red Cross Junior Membership

I.—OBJECT OF JUNIOR RED CROSS:

The Junior Red Cross is designed to have primarily an educational purpose, making the teacher and the pupil immediately and increasingly useful in their natural center of work, the school.

It aims also to bring to the American school the three R's of the American Red Cross—Relief, Rescue, Reconstruction.

II.—MEMBERSHIP:

The Junior Red Cross Membership is open to all boys and girls of school age in attendance upon public or private schools or upon any educational organization acceptable to the Chapter School Committee. Junior membership is granted for the period of the school year. The conditions under which a student may become a member are described in Paragraph III.

III.—CONDITIONS OF MEMBERSHIP:

A student may become a member of the Junior Red Cross by complying with either one of the following requirements:

1. Actual work of one hour per week in doing an approved Red Cross school activity listed under Paragraph VII in the departments of general service, home service and war service. This activity must be on the approved list and the amount of time spent and the quantity and quality of the performance must be known by the officers of the school auxiliary.

2. In private schools, when specifically approved by the school authorities, the payment of annual dues of 25 cents. This provision does not apply to public schools.

IV.—SCHOOL AUXILIARY:

The school becomes a School Auxiliary of the Red Cross when it has complied with either one of the following conditions:

1. When more than half of the students in the school have become members of the Junior Red Cross.

2. When the school is pledged to prepare Red Cross supplies or engage in other Red Cross activities approved and supervised by the Chapter School Committee.

These requirements should be based on the ability of the individual school to make a real contribution to Red Cross agencies or to enter with loyalty and serious purpose into Red Cross school activities.

When one of these conditions has been complied with to the satisfaction of the Chapter School Committee, after application by the Principal and after approval of the application, the Chapter School Committee will issue a certificate which entitles the school to be known as a School Auxiliary of the local chapter of the American Red Cross and to display a special Red Cross banner bearing the name of the school and having space for the recording of succeeding years of membership.

V.—OFFICERS:

The School Auxiliary should have the following officers: President, Secretary and Treasurer. The treasurer should be the principal or a teacher in the school.

VI.—THE SCHOOL FUND.

The school fund is composed of receipts of money from any source. It may be used for any purpose of the American Red Cross.

VII.—APPROVED RED CROSS SCHOOL ACTIVITIES:

The Red Cross school activities may be divided into the following departments:

1.—Instruction:

The educational aspect of the work for children is to be emphasized. The following are suggested fields of activity:

- (a) Training in the care of the sick and wounded.
- (b) Training of the mind and hand in preparation for community relief and betterment.

(c) Teaching of the history of the Red Cross; its service to the nation and to other nations and its present organization for war service.

To older students further instruction can be given along the following lines:

- (d) Courses in first aid, home nursing and dietetics.
- (e) The meeting of emergencies as for instance extinguishing a small fire.

2.—General Service:

Pupils can frequently render service occupying but a brief period of the day. These are examples:

- (a) Distributing posters and circulars.
- (b) Canvassing.
- (c) Gathering of magazines and books.
- (d) Packing supplies.

3.—Home Service:

Under the supervision of and with the direct knowledge of the principal of the school and the officers of the School Auxiliary, pupils may frequently perform useful service away from the school which will count towards their Red Cross membership.

- (a) Cutting grass and care of cattle.
- (b) Picking algaroba beans.
- (c) Delivering milk.
- (d) Selling papers.

4.—War Service:

As much as possible should be done now in work that will be war service. All of this must be done in accordance with directions from the Chapter of the American Red Cross. The following are activities suggested for students:

- (a) Pick up tin foil and deposit in the school boxes.
- The Island Red Cross Chapter or Auxiliary will try to supply material for making certain articles of which a partial list is given below. This can not be promised in all cases; it will depend upon the amount of material on hand and the conditions existing in the school for successfully using the material. These articles must be made in accordance with Red Cross directions and be inspected and approved by the Island Red Cross Chapter or Auxiliary.
- (b) Hemming handkerchiefs.
 - (c) Making muslin weight bags.
 - (d) To a certain extent and under prescribed conditions clipping cloth for comfort bags.
 - (e) Making packing boxes for the shipment of Red Cross supplies.

(f) Slings and many tailed bandages.

(g) Shoulder blankets.

In planning this work the difficulties of transportation must be considered.

The list of approved Red Cross activities is not final; it is suggestive only. Principals of schools are requested to send to the Chapter School Committee the list of

activities which students in their schools are doing, which may be added to this approved list. The final list of approved Red Cross activities will be sent out later.

VIII.—ORGANIZATION:

The school should proceed at once to organize a school Auxiliary in accordance with the following plan:

1. Explain carefully to all the teachers and the pupils the plan and purpose of the organization and especially the conditions of membership.

2. Secure as many members as possible.

3. Apply for a School Auxiliary Certificate by notifying the Chapter School Committee, Honolulu, that your school has complied with the conditions named in Paragraph IV. The School Auxiliary certificate will be sent to you.

4. Begin at once a Red Cross campaign of instruction and service.

IX.—REPORTS:

- a. Reports and questions on organization should be sent to the Chapter School Committee, Honolulu, Hawaii—H. W. Kinnéy, Chairman.

The supervising principals on each Island are the representatives of the Chapter School Committee. Their names and addresses are here given:

Miss Bertha B. Taylor, Waiohinu, Hawaii.

Eugene Horner, Hilo, Hawaii.

George S. Raymond, Wailuku, Maui.

James C. Davis, Honolulu, Oahu.

Miss Bernice Hundley, Kealia, Kauai.

Miss Josephine Deyo, Hilo, Hawaii.

- b. A report on the following subjects should be sent at the end of each term to the Chapter School Committee:

1. Number of pupils in your school.

2. Number of members of the school auxiliary.

3. Work done under the four departments: instruction, general service, home service, war service.

4. The amount of money received in your school fund and the sources from which it came; the expenditures and the balance in the treasury.

- c. The Red Cross work that you do will be under the direct supervision of the nearest Island Red Cross Chapter or Auxiliary. All arrangements and all questions about your work should be taken up with them. The following is the list:

Kauai Auxiliary, Lihue, Kauai—Mrs. Charles A. Rice, Chairman.

Maui Auxiliary, Puunene, Maui—Mrs. Harry A. Baldwin, Chairman.

Hilo Red Cross Chapter, Hilo, Hawaii—Rev. Knox Bodel, Chairman.

Honolulu Chapter, Honolulu, Oahu—Miss Beatrice Castle, Supervisor of Women's Work.

X.—RED CROSS MAGAZINE:

An effort is being made to secure enough copies of the Red Cross Magazine to send to each public and private school that forms a School Auxiliary.

RED CROSS WORK OF THE LIHUE AUXILIARY.

By Mrs. Charles Atwood Rice.

As Chairman of the Lihue Auxiliary of the American Red Cross, I will explain something of its organization and activities, and point out to you how each one can do her bit, both personally and in your school.

We were officially organized July 1, 1917, but prior to that we had done a great deal of work in the district. The work increased so that it was considered wiser to organize, hence our official organization. Formerly our instructions came from Washington, but we are now part of the Pacific division. Not anticipating an extension, ours was given the name of Lihue Auxiliary. When we organized, we had no idea of extending beyond our own district, but requests came in from the outside districts asking that they might be included, and we now have units in Koloa, Lihue, Kapaa, Kealia, Anahola, Kilauea and Hanalei. At each of these places at least one day a week is devoted to regulation work of some kind—such as the making of surgical dressings and hospital garments.

It is the plain duty of each and every one of you to attend this meeting in your community—and your obligations do not end there. None of us should allow a day to pass without doing something for the Red Cross. We want no slackers among our women.

Teaching school is hard, trying work; but only a few minutes given to your knitting each day will work wonders. If you do not know how to knit, this is your opportunity to learn. I would suggest starting a knitting class in each school for both teachers and pupils. Mrs. H. D. Wishard has offered her services as knitting instructor in the Lihue district schools and to any one who wishes to avail herself of this kindness.

There are so many things your school children can do. They could knit, snip and hem handkerchiefs. Let the school children contribute their share of the work. All materials are supplied but we are under heavy expense, and as the necessity for supplies increases, our expenses proportionately increase. T. H. Davies & Co. value our monthly shipment at over \$500.

I have a limited number of printed pamphlets, with the President's message to the school children. One for each principal will be left with Miss Hundley. Though little in this applies to our conditions, you may care to have the message.

I feel it preferable and would advise that all work of the school children be part of and under the supervision of your local unit.

Our Lihue Auxiliary has grown far beyond our original plans but the desire of others to join with us has all been very pleasing.

(Read at the Teachers' Convention held on November 30, 1917, at Hanalei School.)

THE VALUE OF EQUIPMENT, DEVICES AND ILLUSTRATIVE MATTER FOR TEACHERS IN THE COUNTRY SCHOOLS.

By Miss Gladys Ludden,
Principal, Kaluaaha School, Molokai.

Many a teacher little knows how meaningless the things that she is teaching are to the child. She never stops to remember her own conception of things when she was of the same age as the child she is teaching. We often take it for granted that the pupil knows much about a subject, when if we really took time to question him, we would find that he knows absolutely nothing of the subject. This is true, especially, of the more isolated districts in the Islands. Many of these little children have never seen an aeroplane, a street car, a train or even paved streets. In some homes you will find that there are few or no magazines, papers, or books of any kind.

How is the child going to know what many of the things that we are teaching are like if we do not bring something to him in the concrete instead of the vague abstract?

It is true that some of our books are illustrated quite well, but not so well as not to require additional material to enlarge the child's vision. Just a little effort on the part of the teacher is going to work wonders in this line, and change a dull, meaningless lesson to one of inspiration and pleasure to the child.

The teacher can always find pictures and material for devices in the neighborhood if she is sufficiently interested in her work to do so. Ask people for their old magazines and papers. They will be happy to give them to the school. You may say "time does not permit of doing all these things." Just do a reasonable amount of work in this line each day. You will never miss the time it takes and you will find yourself enjoying the extra effort of preparing it.

If you had never seen a spinning wheel, and read about it in some lesson, you would surely picture it in your mind, but would the mental picture be correct? A real picture is all that is necessary to make this clear to the child. You can draw it on the board for him, if you cannot find a good picture.

We must help to develop the child's imagination. To do this we must bring things to him that will broaden his range of thinking. Try each day to bring something to him that will broaden his life and develop his vision of the world. We must not confine him merely to the limits of text-books.

We need not furnish all of the extra material ourselves. If we do, we are robbing the child of a pleasure and a privilege that belongs to him as a factor in his development. He would go for miles to secure specimens for Nature Study, Geography, etc., if he really knew that you wished him to and appreciated it when he did it.

Games are invaluable devices in teaching the younger children. Example: This is a device for sight reading from the San Jose Normal School.

The teacher steps to the board and writes a sentence, telling some child to do something, as: "Close the door, Eugene." Eugene quickly goes and closes the door. "Stand up, Mary." Mary immediately stands up.

The child is all alert and interested to see when his name appears, and so happy when he is able to do what the sentence says. Dramatization should be used often, as it helps them to express themselves and to gain confidence in their ability.

In matters of equipment for the school room—decorations that can always be secured are flowers. If the child knows that you like them and wish them for the school room, you may depend on it that you will always be supplied. He will catch your own spirit of love for such things and be helped in this way. The aesthetic side of his life is as important as any other. The teacher can do much toward developing it by merely showing an appreciation for such things herself.

Have good pictures on the walls. Let them mean something. They need not cost you any money, but use good judgment in what you choose.

Good blackboard stencils are a lasting source of pleasure to the child. If you are good at drawing, you can design something yourself; but if you cannot draw, you can find some suitable picture and trace it. Make your stencil by first getting a good clear outline of the picture, then perforate these lines. Your stencil is ready for the board. Fill an eraser with chalk dust and place your stencil on the board where you wish your picture to be. Pass the eraser over it a few times and you have a good outline ready to draw. Color it to your own liking. The children are always glad to put these on for you, when once you have shown them how.

It is absolutely necessary for a teacher to take at least one good school magazine if she expects to keep up-to-date in school work and new methods. Each month they are full of new and helpful things. They contain stories, songs, calendars, stencils and programs suitable for any events that occur during the month, also lesson plans. Aside from magazines for the teacher, it is a source of help and pleasure to the child if you will take any old magazines to school for him to read and cut the pictures from.

It is a great help for the child if you direct his efforts in making a note book in the different subjects, for example: in Geography let it contain maps of the continents and islands, products of the different countries, pictures of the races of mankind, and where they live, steamship routes, railroad routes, pictures of animals of the different countries, and any pictures that are typical of the different countries.

If you will put forth more effort in these lines, you will find that you will be more interested and happy in your work, and will get better results from the children's work.

MEETING OF HAMAKUA TEACHERS.

The teachers of the Hamakua district assembled in the Honokaa School to hold their meeting on Friday, the 30th day of November, 1917. After the Honokaa School band had given a patriotic selection, Mr. Yoder, president of the Hamakua Teachers' Association, called the meeting to order.

The meeting began with the song "Lead, Kindly Light," followed with a prayer by Rev. Smith of Honokaa. A roll call of the teachers was read by Miss Saffery, after which the minutes of last year's meeting were read by Mrs. S. A. Cliffe, of the Paauilo School. The committee's report was called for and it was read by Miss Saffery. Books containing the Constitution and By-Laws were passed to each teacher by the president. After this the attention of the teachers was called for the election of new officers by votes. Mr. Crawford of the Paauhau School suggested that he preferred the election of officers by acclamation. This was favored by all, so the following officers were elected for the coming year:

President—Mr. Yoder.

Vice-President—Mr. Crawford.

Secretary—Miss H. Saffery.

Treasurer—Mrs. S. A. Cliffe.

Committee—Chairman, Mr. Yoder; Mrs. S. A. Cliffe, Miss Saffery, Mr. Crawford and Mr. Kamakaiwi.

Following the election of officers, an interesting program was carried out.

Opening Exercises in the School, Mrs. S. Cliffe.

Leaders in discussion—Mr. Jos. Vierra and Mr. Yoder.

Correlation of Geography and History—Miss Wetzig.

Leader in discussion—Mr. Yoder.

How Can We Make the Atmosphere in the Schoolroom Pleasant?—Miss Saffery.

Leaders in discussion—Miss Arthur, Mrs. J. Texeira, Mrs. Cliffe and Mr. A. Yoder.

Primary Reading in the Grades—Miss L. Andersen.

Leaders in discussion—Miss B. Kong and Miss Pansy Knoll.

Elementary Geography—Miss Hansbrough.

Primary Arithmetic—Miss Knoll.

"America, My Hope and Joy"—Teachers of Kapulena, Kukuihaele and Waipio Schools.

Elementary Language—Mr. Crawford.

Leader in discussion—Miss H. Soares.

12:00-1:00—Luncheon.

At 1:15 p. m. the meeting was called to order.

Song, "Long, Long Ago"—Audience.

"Interest as a Factor in Education"—Mr. Yoder.

Modeling of Maps in the Sixth Grade—Miss Pritchard.

Leader in discussion—Mr. J. Kamakaiwi.

"Fair Hawaii" and "Beautiful Kahana"—Teachers of Kapulena, Kukuihaele and Waipio Schools.

"Preaching and Teaching"—Rev. Smith.

Rev. Cullen of Paauilo was also called on to talk. He spoke very briefly, but humorously, and all showed their appreciation. Much interest was shown in this meeting by all the teachers.

MAUI FOOD CONSERVATION CONTEST.

The Maui Women's Food Conservation Commission.
School Contest.

Dear Principal:

A contest, open to school children on Maui, will be held this month preparatory to the "drive" for the signing of the National Food Pledge. This contest will consist of written compositions on "Local Food Conservation."

During the sale of Liberty Bonds and the Red Cross drive it was "Maui No Ka Oe." When it comes to the drive for signing the food pledge we want it to be "Maui No Ka Oe" again.

I. Schools shall be grouped as follows:

Class A—Kahakuloa, Ulupalaku, Makena, Kuiaha, Huelo, Lanai.

Class B—Honokohua, Honokowai, Olowalu, Kihei, Kahului, Camp 10, Kaupakalua.

Class C—Halehaku, Keanae, Kaeleku, Haou, Kipahulu.

Class C—Puukolii, Waihee, Kealahou, Keokea, Hana.

Class D—Spreckelsville, Keahua, Makawao, Hama-kuapoko, Haiku.

Class E—Kamehameha III, Wailuku, Puunene, Paia.

Class F—Maui High School.

Class G—Special Schools: Wailuku Catholic, Lahaina Catholic, Mrs. Gannon's Private School, Wm. and Mary Alexander Parsonage School, Primary and Grammar grades of the Maui High School, Lahainaluna, Maunaulu Seminary.

II. First, second and third prize certificates will be offered in each grade above the first, in each group. These certificates will be similar to those offered by the Maui County Fair Association in 1916 and will be presented by the Maui Woman's Food Conservation Commission.

III. Each school shall select three of the best compositions from each grade and mail them to Mrs. A. C. Bowdish, Paia, Maui, on or before January 25, 1918.

IV. Each composition shall follow this outline:

- (a) Why we should save food.
- (b) What food we should save.
- (c) What the Nation is doing to save food.
- (d) What I can do to save food.
- (e) Why we should sign the food pledge.

V. Compositions will be graded upon original expression of thought.

VI. Special credit will be given for reasons not mentioned in the teacher's outline.

VII. Pupils are particularly asked to get the help of their parents in finding reasons for signing the pledge card.

VIII. Cover the subject fully. Be brief and concise.

IX. Principals sending bills for postage will have it refunded.

X. If any question arises consult the Supervising Principal.



Glenwood School (22 Miles Volcano Road), Puna, Hawaii, about 9 miles from the Crater of Kilauea.

Teacher's Outline.

(Why we should sign the food pledge.)

- (1) Our soldiers and Allies need wheat, fats, sugar, and meats.
- (2) The European supply is much less than usual, due to lack of men and tillable land.
- (3) Our Government has placed the problem in the hands of Herbert Hoover, Food Administrator. Mr. Hoover has been in Europe, has studied their problem and knows what they MUST have.
- (4) Mr. Hoover has asked our country to produce more wheat, fats, sugar and meats, and to consume less and to waste nothing.
- (5) In order to lessen the consumption he has sent to every home in the land pledge cards asking every family to fall in line and do its share of saving.
- (6) Our present share in the Great War is to sign the Food Pledge and fight side by side with the other loyal families in the United States.

Please emphasize the need of using more corn meal, rye and graham flour.

MRS. A. C. BOWDISH, Chairman.

MY LOYALTY.

I am trying to conserve food by eating foods that are grown in Hawaii, also by eating just enough. I am also trying to save money to help the Red Cross instead of buying ribbons and other things unnecessary; and by wearing out an article entirely.

I am helping the Red Cross by contributing money, by knitting wash rags and by going down to the Red Cross Rooms at the Palace to roll bandages.

I am not doing anything in gardening, just at present, but I intend to later.

I am expressing my loyalty in words by praising my Country in every way and not contradicting her.

I intend to make a garden and contribute more to the Red Cross.

ROSALINE CORREA,

Central Grammar School, Grade VIII.

Jan. 16, 1918.

EAT BANANAS.

The following statement is from the Banana Consuming Propaganda Committee, of which Mr. L. M. Judd is Chairman. The Committee has requested that the public schools of Hawaii call special attention to the use of the banana as a food and urge its larger use in all our homes.

The Department wishes to co-operate with every public move in the interest of the War, and we respectfully request that you call special attention to this campaign and do what you can to emphasize it and make it effective. The material furnished by the committee will be of value in your teaching.

The question for the people of Hawaii to consider is:



Keakealani School (29 Miles Volcano Road) Puna, Hawaii. This school is about two miles from the Crater of Kilauea, and is probably the only school in the world so near an active volcano.

"What can Hawaii do to augment her food supply for her own use, thereby conserving food which is needed for our troops and our Allies?"

Fruit is an important factor in this war. DO YOU KNOW that Hawaii is importing \$500,000.00 worth of fruit each year? This represents the California oranges, grapefruit, apples, grapes, etc., which appear on your table every day, and the tonnage represented is urgently required for other purposes under present war conditions.

Hawaii produces a splendid fruit substitute for these imports and Hoover says that it is our patriotic duty to use home-grown products wherever possible.

The Hawaiian BANANA now produced is the most succulent and delicious fruit of its kind. It has more food value, according to government analysis, than any other of the commonly consumed fruits, as will be shown by the following table:

	Food values per pound
	Calories
BANANAS	260
Apples	190
Oranges	150
Pears	150
Grapes	125
Lemons	125
Muskmellons	80

Hawaii produces annually 350,000 bunches of BANANAS, of which 125,000 bunches are consumed in the Territory.

This local consumption means but eight bananas per capita per month, or that one BANANA is consumed every four days by each inhabitant of the Territory.

If the people of Hawaii rise to their patriotic duty and will eat BANANAS daily, the entire production will be consumed at home, thereby following out the food conservation program of the President. Freight space of 20,000 tons will be saved, which is urgently needed for other purposes.

Owing to changed conditions, but 600 bunches of BANANAS left this port last month as against a normal December shipment of 30,000 bunches.

As a consequence, do you know that the finest type of BANANAS are ROTTING in the fields TO-DAY, because of shipping shortages and small local consumption?

We appeal to you, in the spirit of patriotism, to lend your valuable assistance to the efforts of this Committee in overcoming this appalling waste of food.

We ask your hearty support, through the medium of your columns, in bringing facts to the public attention.

CONSERVE FOOD—EAT BANANAS.

Yours respectfully,

BANANA CONSUMING PROPAGANDA
COMMITTEE.

L. M. Judd, Chairman.

Hawaii Educational Review

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Henry Walsworth Kinney, Superintendent of Public
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WAR-SAVINGS STAMPS AT HILO HIGH.

The Hilo High School News gives an interesting account of the progress made in purchasing War-Savings Stamps by pupils at the school. Professor Jernegan and Honorable George R. Carter explained the system to the students and already a total of \$203.00 has been invested in stamps. Hilo High is certainly responding loyally and has a good start.

REPORTS.

There continues to be delays in reporting term examinations, etc., and in answering other requests of the Department.

In three or four instances, the term examination results for the first term did not reach the office until late in January and in one case the report did not arrive until early in February. In the filling out of these reports, there were also errors which made it necessary to return them. Important statistical work was delayed on this account and much inconvenience and expense was caused. It is a part of the work of the term to see that all reports are correctly made and forwarded, and vacation should not be taken until this work has been done. The principal in each case is responsible for having all assistants complete reports to him, and he should, in turn, see that his work is completed promptly and properly forwarded.

FURNITURE FOR SCHOOL COTTAGES.

The following pieces of furniture have been made in the school shops on Maui and placed in the teachers' cottages. Vocational Instructor R. C. Bowman reports the items and costs:

17 tables 4 ft. square.....	\$2.75	\$46.75
32 tables 18 in. by 24 in.....	1.00	32.00
22 beds	1.75	38.50
15 Food Safes	4.00	60.00
28 Dressers	2.50	70.00

Cost to county for materials.....\$247.25

The above furniture has practically all been placed in the cottages. Besides this there were sixty chairs placed in the cottages. These were not made in the schools but were some assembly hall chairs that had been discarded by the Paia School.

The large tables were made of Northwest stained dark oak or walnut. All other pieces were made of red-wood stained dark oak or walnut.

It is gratifying to add that this work has been well done, and that the articles are both sightly and serviceable. They reflect great credit on the Maui school shops.

OTHER MANUAL WORK.

In reporting on Form 1, under the head of "Other Manual Work," it is expected that such work as caring for the buildings, grounds, etc., will be specified. Also such work as book-binding, basket making, printing, or any work that the children have done which does not come under the other heads. Principals should see that all manual work actually done at the school is reported.

TRANSFER OF PUPILS.

One of the results of the bonus system adopted by the plantations is a periodic movement of families from one plantation to another. On this account, it is becoming more and more difficult to keep track of children changing from school to school. Principals are urged to notify schools where the children are going, and to answer promptly all inquiries that come to them and to furnish release cards properly filled out. Principals should also use every possible means to find children of school age who have moved into their districts. The truant officer should be a great help in this, but assistance may be had from the school children, and from other sources for locating them.

This number of the Review takes up two very important subjects, that of the War-Savings Stamps and the Junior Red Cross. More and more OUR COUNTRY is making demands on the schools and their officers. It is for us to respond to these additional duties as far as our strength will permit.

The Superintendent has been appointed on committees to carry on the work among the Territorial schools, in both the War-Savings Stamps propaganda and the Junior Red Cross work.

On every side we have examples of devotion and loyalty to these patriotic demands, and we believe that the same spirit that has characterized the work of the schools in the past will be shown at this time.

OFFICIAL SCHEDULE OF TERM EXAMINATIONS—SECOND TERM—1917-1918.

(March 21 to 28, 1918)

March 21, 1918.

Grade VIII—History	9:00-11:00
Grade VIII—Spelling	12:30- 1:00

March 22, 1918.

Grade VIII—Composition and Literature.....	9:00-11:00
March 25, 1918.	

Grade VIII—Grammar	9:00-11:00
March 26, 1918.	

Grade VIII—Arithmetic	9:00-11:30
March 27, 1918.	

Grade VIII—Hygiene and Sanitation.....	9:00-11:00
March 28, 1918.	

Grade VIII—Geography	9:00-11:00
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Principals and teachers are requested to read carefully pages 51-53 of the Course of Study, and especially the revisions relating thereto, published in 1916 and 1917.

War Savings Stamps

In offering "War-Savings Stamps" to the public the United States Government has made immediately available for every man, woman, and child in the Country a profitable, simple, and secure investment.

WHAT THEY ARE.

War-Savings Stamps are the answer of a great democracy to the demand for a democratic form of government security. They are "little baby bonds." Like Liberty Bonds, they have behind them the entire resources of the Government and people of the United States. They have the additional advantage that they steadily increase in value from the date of purchase until the date of maturity, and this increase is guaranteed by the Government. These stamps are issued in two denominations, the 25-cent stamp and the \$5 stamp.

For the convenience of investors a "Thrift Card" is furnished to all purchasers of 25-cent stamps. This card has spaces for 16 stamps. When all the spaces have been filled the Thrift Card may be exchanged for a \$5 stamp at postoffices, banks, or other authorized agencies by adding 12 cents in cash prior to February 1, 1918, and 1 cent additional each month thereafter.

Those who prefer may buy a \$5 stamp outright. These will be on sale from December 3, 1917, until January 31, 1918, for \$4.12. They automatically increase in value a cent a month every month thereafter until January 1, 1923, when the United States will pay \$5 at any post-office or at the Treasury in Washington for each stamp affixed to a War-Savings Certificate.

When you purchase a \$5 stamp, you must attach it to an engraved folder known as a "War-Savings Certificate," which bears the name of the purchaser and can be cashed only by the person whose name appears upon the certificate, except in case of death or disability. This certificate contains 20 spaces. If these are all filled with War-Savings Stamps between December 3, 1917, and January 31, 1918, the cost to the purchaser will be \$82.40, and on January 1, 1923, the Government will pay the owner of the certificate \$100—a net profit to the holder of \$17.60. This is based on an interest rate of 4 per cent compounded quarterly from January 2, 1918. The amount of War-Savings Stamps sold to any one person at any one time shall not exceed \$100 (maturity value), and no person may hold such stamps or War-Savings Certificates to an aggregate amount exceeding \$1,000 (maturity value).

If the holder of a War-Savings Certificate finds it necessary to realize cash on it before maturity he may at any time after January 2, 1918, upon giving 10 days' written notice to any money-order postoffice receive for each stamp affixed to his certificate the amount paid

therefor plus 1 cent for each calendar month after the month of purchase of each stamp. A registered certificate may be redeemed, however, only at the postoffice where registered.

In other words, the plan is simple, straightforward, and certain. The holder of the certificates can not lose and is certain to gain. He is buying the safest security in the world in the most convenient form in which the security of a great Government has ever been offered to its people.

WHY YOU SHOULD BUY THEM.

The main reason for the purchase of War-Savings Stamps is because your country is at War. Your Country needs every penny which every man, woman, and child can save and lend in order to feed, clothe, arm, and equip the soldiers and sailors of America and to win this righteous war in defense of American honor and the cause of democracy throughout the world.

If we are to win the war, we must win it as a united people. The savings of every man, woman, and child are necessary if we are to hasten the victorious ending of the war. **War Savers are Life Savers.**

A single strand in the cables which uphold the great Brooklyn Suspension Bridge is not very strong, but thousands of these strands bound together uphold one of the great thoroughfares of the world.

When our fathers and sons and brothers were called by our Country to take up arms in her defense, you did not hear an individual soldier refuse to serve because his service alone would not win the war. Each man was ready to do his part. The great army thus formed is going forward to face the fire of battle and to risk everything for the safety and security of our homes and our families, and for the very existence of our Country.

These are the men for whom you are asked to save and lend your dollars.

A Country worth fighting for is a Country worth saving for.

To save money is to save life.

Buy War-Savings Stamps at postoffices, banks, trust companies, or other authorized agencies, and strike a blow for our Country.

W. G. McADOO,
Secretary of the Treasury.

Speech Training

By Miss Olive Day.

(Read at Oahu Teachers' Meeting, September 30, 1917.)

Speech training covers a wide field, but as time is limited, I have chosen to deal with pronunciation only.

A short time ago a teacher said to me, "The English spoken by many students is very imperfect, and the strange part of it is that we, who have been speaking

English all our lives, are unable to make them speak correctly."

We do not expect to be able to teach singing or the piano without some technical knowledge, and yet we are discouraged if we cannot make a student speak correctly just by telling him he must do so.

To obtain improvement by that method would be like making a finished article without tools; or like a man who has taken enough interest in medicine to make him of use for ministering to the family cuts and bruises, being faced by one who has a trouble which he has never studied sufficiently to enable him to prescribe a remedy. He would say, "I know you are ill, and you need treatment; I know your trouble, but—I do not know how to cure it."

Only in comparatively recent years has the need for the special study of speech been recognized. At one time it was believed that everyone was born with a gift for accurate speech, and that nothing further was necessary. This state of affairs may have existed at the very beginning of things, when a man was content to boast that he had lived for forty years in the same house, and had never been further from it than to the village a mile away.

Since times have changed, pure speech has also changed, and this is largely due to the constant mingling of so many nationalities, and the introduction of foreign languages and accents.

Those who make a special study of speech have to deal with faulty articulation, throat troubles, defective tone, lisping, deeper defects as stammering, and with people who have never spoken because they were born deaf.

I had the interesting experience of taking a deaf and dumb girl for a course of study. She had never spoken because she had never heard a sound in her life. All explanations had to be silent ones, and as our means of communication we used the finger language, sight and touch. Before a month was over there were very few sounds that she could not say.

We commenced with the lip letters. For instance, "P" and "B." First we discussed the individual shape, then the material for each sound. She learned that "P" is a breath sound and "B" a tone sound. To convey the former was a comparatively easy matter, for breath is easily explained. "B" was more difficult, for she had to do exactly what she had done for "P," only to that formation, tone had to be added. In this case, sight and sound were useless factors, for she could not hear the sound; and so far as sight could serve her, she saw that the lip formations were exactly the same for both letters; so she felt the vibrations of "B" and practised until she was able to bring about the same conditions, and she produced the sound correctly.

Those letters are about the simplest to explain. The gutturals are more difficult for the mechanism of the back of the throat has to be explained, the movement of the tongue and the palate, and the relation of the other organs when forming different sounds.

If it is possible for one, without the natural means

of acquiring speech, to do so by technical methods, it is certainly possible for those who have hearing to correct foreign accent or faulty diction.

This cannot be done in a lesson, or even a number of lessons. It is acquired only by constant application to the faulty sounds, and a strong determination to succeed.

The elements of speech should be studied separately, for each vowel, consonant and syllable requires its own individual treatment. Some people find the consonants confusing, while others have the greater difficulty with vowels.

Here in Honolulu short and long vowels have a tendency to mix, as "boook" for "book," and "eet" for "it." There are also interchanging consonants and among them we hear "w" for "v," and "d" or "t" for "th."

Sometimes when a pupil is reading, the pronunciation in the whole paragraph seems very faulty, but when each word is analyzed, often there are only three or four sounds imperfectly pronounced, and these recurring at different intervals, mar an otherwise correct delivery.

For instance, a student may be substituting in one of the lower grades, and he may call upon a child, who will probably read somewhat in this manner: "De udder day my mudder was gon' across de street, an' she saw a leetle boook lyin' on de pavement. She wen' up to eet, and foun' eet was a wolume o' worse. Den a man came up, an' jokin'ly said eet belong to heem."

The pronunciation in the whole paragraph seems faulty; but there are really only four distinct errors, the others being merely repetitions.

Of course the student will be quite aware that something is wrong, but unless he is familiar with right sounds, he will be unable to locate the errors, and the child will repeat them again and again until they are a part of his speech, and in later years double time will have to be spent upon him in order to change his diction.

It is the duty of the instructor to listen to each formation, then to point out the defect—and the remedy. To tell the one, and to leave the other for the student to worry out alone, is very discouraging for him, and, to avoid errors, he speaks only when necessary, and progress cannot be made. It is clearly evident that it would not be of any value to him to learn a few sounds correctly at the time he is within reach of instruction, in a merely parrot-like fashion, if, on going beyond that help, he is enabled to apply the work to unfamiliar words.

To correct some faulty sounds, technical explanations are necessary for although the natural mode of acquiring correct speech is by imitation, this is not always easy, especially for those who have the sounds of another language fixed in their minds—sounds which have surrounded them from infancy.

If correct English is to be established among those speaking foreign languages, it is absolutely essential that students training for teachers, shall study, in detail, the various sounds of the English language, so that they will be able to go into the class room with the power to pass on their knowledge to those in need of help.

When once the student sees that we are constantly drilling him for his own good and for the good of those

with whom he will come in contact when teaching—when once he realizes that his success with others will depend upon his own successful mastery of the English sounds, he will feel amply repaid for the extra time and energy spent on the work.

The Junior High School

By Charles T. Fitts, Principal Punahou Preparatory School

Extent of Movement

Before the general session of the National Education Association, July 6, 1916, in New York City, Prof. Charles Hughes Johnson of the University of Illinois made this significant statement:

"The Junior High School movement is sweeping the country. It marks a general educational reawakening, renaissance, reconstruction. This association has made it first a field of investigation, then a propaganda and slogan, now a constructive program for development. The Department of Superintendence has embodied it in its resolutions. The U. S. Bureau stands committed to it. Many state departments are making it statewide. Large cities are adopting it wholesale. Small cities in impressive numbers and with impressive administrative originality are making their own ingenious adjustments to the idea. Surveyors of all kinds can think of no recommendable school policy that does not specifically incorporate junior high school features. Local city politics finds it useful, popular. All sorts of propagandists like it. Cooperating agencies affiliating with public schools (library associations for example) see in it something promising. University departments of education and normal schools and all other agencies for preparing teachers are finding new aspects of professional preparation for this type of teaching, new educational ideals toward which to point the intending teacher. Text-book houses with the expected enterprise are announcing new junior high school series of text-books, heralding, they claim, an education with new and invigorating ingredients. Teachers' employment agencies have begun to use the new term and to recommend for positions those with the newly required qualifications. There are now educational courses in our colleges and normal schools in the junior high school problems, given by "experts." There is a literature, terminology, a cult, an educational philosophy, an educational party."

Ten months ago at the conclusion of a mainland trip of investigation covering thirty-two states, North, South, East and West, we had found convincing proof of the accuracy of the statement. Over 300 cities and towns, including Los Angeles, Cal., one of the cities foremost in education in the country and a leader in the movement, had organized Junior High Schools and the number was increasing daily. Long ago they had passed

through the period of discussion as to the soundness of the psychological and physiological reasons for the new organization, and, convinced, had arrived at the period where they were constructing new buildings as rapidly as their finances permitted. The mails today bring news of constant new adoptions, two of the latest being Springfield, Mass., and Denver, Colo.

Definition

The Junior High School is a school made up of the upper grades (7th and 8th) of the elementary school and the lowest grade (freshman class) of the present high school. This school is put into a separate building. It is organized after the plan of a high school as regards curriculum, nature and method of recitation, instruction and supervision. The organization of a school system which has a junior high school is often spoken of as the 6-3-3 plan, consisting of an elementary school (grades 1 to 6, inclusive), a Junior High School (grades 7, 8 and freshman class), and senior high school (sophomore, junior and senior classes). Each of the three groups has separate buildings.

Ideals

Although organized after the general plan of the high school the Junior High School has a distinct function. We may call one of its ideals that of providing for a period of exploration during adolescence. Many educators believe that a child during six years in an elementary school can secure the so-called tools of an education. In the words of former New York State Inspector of Education E. W. Lyttie, these tools of education are:

- 1.—The ability to read a news item of an ordinary newspaper.
- 2.—The ability to express in words the thoughts gained from reading.
- 3.—The ability to express in writing the thoughts gained from reading or from conversation.
- 4.—The ability to express, however imperfectly, concrete objects by drawings.
- 5.—The ability to perform arithmetical computations through long division and fractions.

Then comes the period of adolescence. This age is marked by new feelings, new interests, new tastes, and at this time the individual begins vaguely to think about the choice of his lifework. This is the time when the pupil should have a chance to do some exploring in various lines of activity that appear possible for him to enter. Here, then, is the opportunity of the Junior High School to develop the powers of self-direction and individuality. Its varied courses of work adapted to pupils of different capacities and tastes give opportunity to meet many of the problems of this age in child life.

When a student then enters the senior high school he has become accustomed to its methods of instruction

and is better able to choose wisely the courses which he is to take.

Superintendent T. A. Mott of Indiana, has excellently summarized the function of the Junior High School in the statement that it is the outgrowth of the effort to improve the school condition and methods of teaching in the 7th and 8th or the 7th, 8th and 9th grade of the schools. The old plan in America of keeping these upper classes of the old grammar school in the elementary schools with the primary pupils under the one-teacher-one-grade plan, necessitates requiring all pupils to follow the same uniform course and hinders any attempt to adapt the school work to the individual need of the pupils at this important age in their development, while the Junior High School plan permits and fosters the idea of a differentiation of courses and amount of work required to suit the needs of individual pupils of different aims and abilities.

Defects

What defects of the 8-4 system (8 years in elementary school and 4 years in high school) does the 6-3-3 plan propose to remedy?

1.—The dropping out of school of so many pupils at the end of the 8th year when they have finished the grammar school course.

2.—The retardation of students, especially in the upper grades, through promotion by grades rather than by promotion by subjects.

3.—The beginning of high school or secondary education at too late a period in a student's life; at the age of fourteen. Psychologists generally agree that secondary education should begin at the age of 12, at the beginning of adolescence.

4.—The gap between the elementary school and the high school.

Advantages

A summary of the advantages gained by cities using the Junior High School plan is given by Superintendent Kern of Washington as follows:

First—With a broadened and enriched curriculum the school would be better able to discover and develop the capacities of the individual than is possible with a narrow inflexible course. This would enable the school to overcome the criticism that it makes no provision for individuality and to adapt the curriculum to the pupil rather than the pupil to the curriculum.

Second—Promotion in the grammar grades would be by subject rather than by grade as at present. It is inexcusable to compel a child to repeat the work of an entire grade because of failure in one or more subjects. No one knows better than the teacher the deadening effects from repeating the work of a grade; how it stifles curiosity and zeal and what a burden it entails upon both teacher and pupil, and this becomes especially marked when the failure is repeated and the pupil becomes schooled in failing.

Third—It would shift to a less dangerous period the change of schools and the transition to the high school which occurs now just at the time when the compulsory law loses its hold. This would make the transition from elementary to secondary work natural and easy and the gap that seems to yawn between grades and high school would be bridged and its passage made inviting. The plan proposed would greatly facilitate close articulation.

Fourth—Frank recognition would be given the physical and mental changes incident to early adolescence, and the stimulus of the new environment, with its manifold possibilities and opportunities, would make it possible for the school to discover, awaken and foster individual aptitudes, capacities and ideals. This fact alone makes the reorganization eminently desirable.

Fifth—The ancient languages and the modern foreign languages could be begun, in certain cases, one or two years earlier than at present. Early adolescence is par excellence the period for beginning the study of a foreign language.

Sixth—It would tend to reduce waste in the matter of equipment and teaching force, offering grammar grade pupils an equipment in science laboratories, shops, free-hand drawing, mechanical drawing, domestic science, domestic arts, commercial arts and gymnasium possible under no other plan.

Seventh—Physical training for grammar grade boys and girls would be realized. At present these pupils are barred from participating in the benefits arising from regular systematic physical training, and the sports made possible by a well equipped gymnasium.

Eighth—Departmental teaching would be realized. No teacher, no matter how well trained, is prepared to teach each of a long list of subjects equally well.

Organization—Staff:

This type of organization calls for teachers of three types: Teachers having elementary school training and experience only; teachers having high school training and experience only; and teachers with high school training and experience and elementary training and experience. Salaries are higher than those of the elementary school, intermediate between those of the elementary school and senior high school. The most experienced teachers are called "home-room" teachers. In a very large school there are also departmental heads.

Student Body—

The organization of the school body is similar to that of a high school with classes and class officers, a student council (the highest representative body of the students) and officers of student activities, (a) athletic, (b) military, (c) social service.

Building—

Cities having available finances have built new school buildings especially adapted to the needs of the new organization. Los Angeles, for example, has spent more than one million dollars on the eight Junior High Schools

in the city district only. One of the finest is the Boyle Heights, the total value of which is about \$345,000.00 with a capacity for five hundred boys and five hundred girls. Houston, Texas, has two magnificent buildings, one in the north end of the city, the other in the south. These two buildings with lots and equipment represent a value of over one million dollars.

Other cities have remodelled their largest grammar schools. Rochester, N. Y., for example, has a remodelled grammar school with an equipment consisting of a large assembly hall, gymnasium, shower baths, swimming pool and library, in addition to regular class rooms, and to these they added rooms for household and industrial arts. Rochester is one of the leaders in providing for a large amount of pre-vocational training.

Many other cities, like Berkeley, Cal., a residential community preparing many boys and girls for College, are making provision for a large number of class rooms for modern language, science, and commercial courses, and in some cases putting industrial arts and household arts in separate buildings, but on the same school grounds.

Course of Study—

Practically all courses of study follow the same general lines: College Preparatory, Commercial, Industrial Arts, Household Arts. Modern language, especially French, is introduced as early as the seventh grade, and many schools are getting excellent results by starting typewriting in this grade. Provision for a knowledge of elementary electricity, mechanics, printing and agriculture for boys; and sewing, cooking, and nursing for girls is made in many of the best of these schools.

Time Schedules—

There is a wide variance in the length of the school sessions varying chiefly because of the difference in the amount of training in industrial and household arts. The shortest session is that of one of the highest class private schools of New York City, the Horace Mann School, whose session is from 9 a. m. to 2:40 p. m. with a recess of forty minutes for noon luncheon.

Administration—

Of the many factors in Junior High school administration which might be noted we select one. In the administration of school government the home-room teacher is an important element. The home-room teacher is the one through whom the transition from the one-teacher plan of the elementary school to the many-teacher plan of the high school is made less abrupt. She is the advisor and counsellor of each of the limited number (say twenty-four) of pupils assigned to her. She is responsible for her pupils' morals. She keeps track of their scholarship, health and attendance. Her room is the home-room for her twenty-four. Here they assemble in the morning and from here they go to their various class-room teachers, returning to the home-room

at certain stated periods during the day for specific duties. This plan works admirably in the chief function of the Junior High School, special attention to the individual.

BUREAU OF EDUCATION, WASHINGTON.

Federal Government Lessons Reaching Millions of Boys and Girls

"Machine industry and community life" is the special theme for December in the series of lessons on the war, issued by the United States Bureau of Education, Department of the Interior, and now being studied by a million or more school boys and girls of all grades throughout the nation.

The bureau's series of lessons on "Community and National Life," as they were termed by President Wilson in his original announcement to the schools, have now reached their third issue. October and November issues dealt with the organization of modern industrial life as compared with pioneer days, the effect of war on commerce in nitrate, the war and aeroplanes, production and wise consumption, and similar topics. The idea of teaching the principles of conservation underlying successful prosecution of the war originated with the Food Administration, but the plan has now been taken over by the Bureau of Education. Professor Charles H. Judd, of the University of Chicago, with the assistance of a corps of writers in the various fields, is preparing these government texts for the pupils in the elementary and high schools.

What the Lessons Are About

Parents as well as pupils will be interested in the December lessons. The older high school students will learn of the rise of the machine industry, from the day of the hand loom and the "spinning jenny," through the changes wrought by the industrial revolution, to the large scale production, world markets, and social problems of modern industry. The various elements of cost in factory operation, education as encouraged by industry, the contribution of the press, are also treated in this lesson for older pupils.

In the section intended for the first class of the high school and the upper grades of the elementary school the subject is "how men made heat to work." The lesson reviews the use of animals, wind and water as sources of power. This is followed by accounts of Savery's pumping device, the first steam engine of 1698, New-

comen's piston engine of 1705, Humphrey Potter's automatic pumping engine, and James Watt's steam engine, which replaced the alternating heat and cold method of earlier types by the separate condenser. 'Telephones and telegraph are also described as "machines for overcoming space," and their part in modern industry is emphasized. The work of women is considered, with special reference to the changes caused by the transfer of production from home to factory. Under the heading "the impersonality of modern life" this section of the lessons compares modern city life with the more intimate life of the small village, analyzes the large business corporation of the present day, and suggests the need of new standards of conduct and new points of contact between human beings.

For pupils in the intermediate grades of the elementary schools "inventions" is the subject taken up. The roll of inventions is called from the simple traps and weapons of primitive men to the printing and telegraphy of today. Iron and steel are treated historically, and the modern processes are described whereby smelting is made easier and cheaper than ever before. Other lessons in this section have to do with the "effects of machinery on rural life" and "patents and inventions." Special attention is given to the farm tractor, which, besides its use in increasing production, makes possible the movement of heavy trench guns and furnished the principle from which have been developed the famous "tanks" used by the British Army in France.

How the Lesson May Be Obtained

The "Lessons in Community and National Life" are sold to schools at cost by the government. In all eight numbers of each section will be issued, one number appearing on the first of each calendar month through May. The government printing office is able to furnish these texts in large quantities for school use, the cost in quantities of a thousand or more amounting to less than

a cent a month for each pupil, or eight cents for the entire series.

THE SONG OF THE MARCHERS.

For the "boys" going over the sea.

(Composed and copyrighted 1917, by Chas. J. North)

Air—"John Brown's Body."

We're going with the Starry Flag
Across the troubled sea,
To twine its shining colors
With the Flags that make men free.
This pathway to the morning sun's
The path for you and me—
As we go marching on.

Glory! Glory! Hallelujah!
Glory! Glory! Hallelujah!
Glory! Glory! Hallelujah!
As we go marching on.

We're marching on with Freemen now,
Across the plains of France.
Upon our blended Banners
See the Sun of Freedom glance;
And we of many races now,
All carry but one lance—
As we go marching on.

Glory! Glory! Hallelujah! etc.

We're joining up with Freemen in
The ever winning fight,
For endless days of Freedom
That are now at last in sight,
And in this Holy Conflict we
Are doubly armed with might—
As we go marching on.

Glory! Glory! Hallelujah! etc.
(Buffalo, N. Y., June 14, 1917.)

To the Teachers of the Territory of Hawaii:

We have addressed to every teacher in the Territory one of our 1918 catalogs. The information in this book is intended for the teachers and pupils in School Gardenwork.

If this book is of no interest to you, pass it to someone else who may be benefited by it. We call your attention to pages 4 to 10, 18 to 22, 27, 37, 39, 46, 48 (prize offer), 62, 64, 73 and 79. If you need more catalogs do not hesitate to ask for them.

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See the DOLLARS Grow.
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and
SAVE IT TOO!
Buy War Savings Stamps!



Serve and Save.
Buy War Savings Stamps!

Spend, but Spend WISELY.
Save, and Save EARNESTLY!



Don't be a SPENDER.
BE A SAVER!
Buy War Savings Stamps!



Money Saved Works
Day and Night for You.
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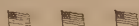
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To Lend to Your Country.
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Honolulu, Oahu

A Brief History of the World With Especial Reference to Social and Economic Conditions

By George Willis Botsford and Jay Barrett Botsford

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—Journal of Education, Dec. 6, 1917.

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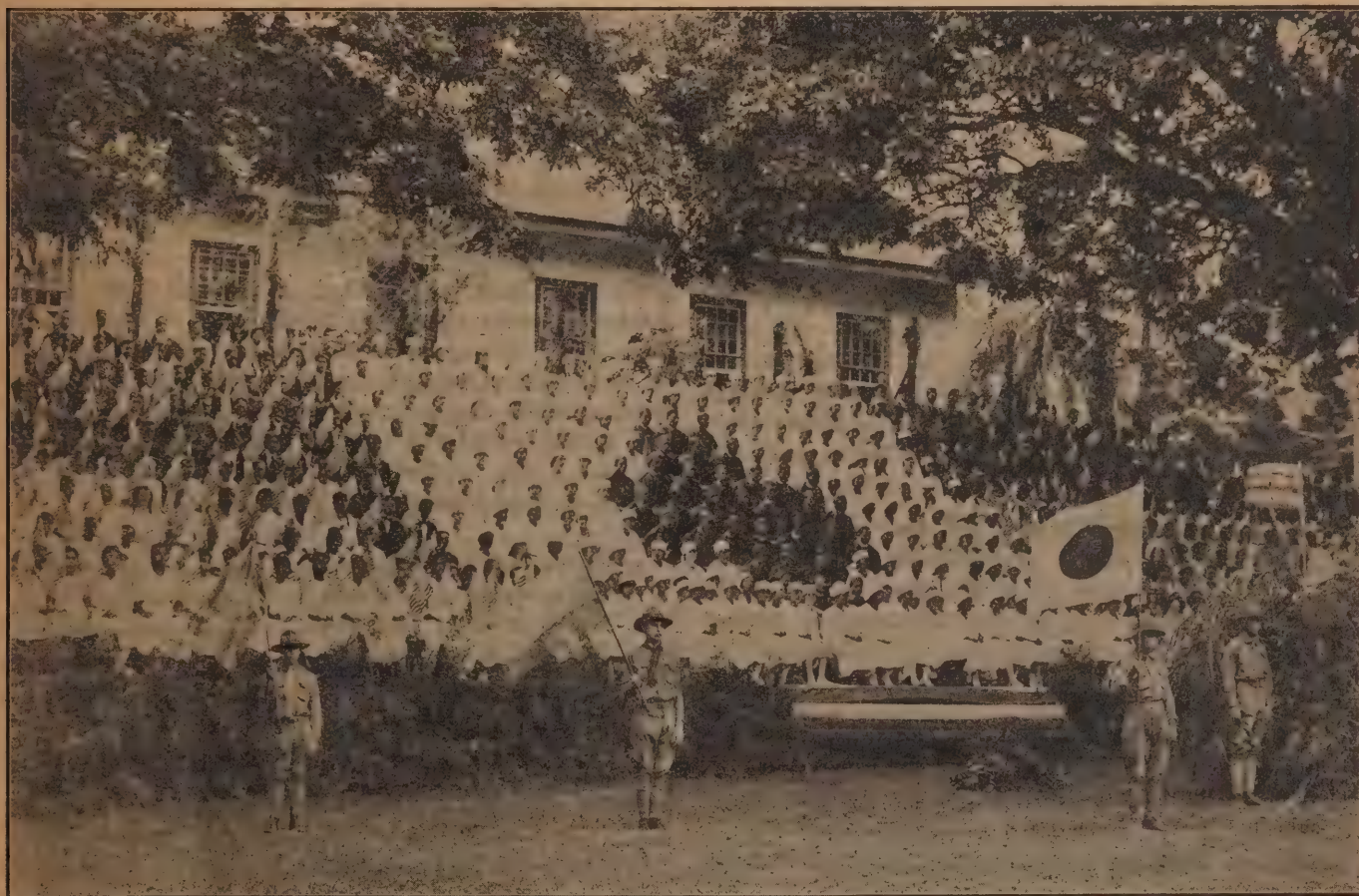
Hawaii Educational Review

THE TERRITORY OF HAWAII IS AN INTEGRAL PART OF THE UNITED STATES OF AMERICA

Vol. V. No. 13.

MARCH, 1918.

Price, 10c



The Children's Festival at the Mid-Pacific Carnival

For the past three years, the children of the public schools of Honolulu have furnished one of the most attractive features of the winter carnival. This year, with the general program of the carnival much shorter, the schools took a much more prominent part. The seating of a thousand children, displaying in their formation the Red Cross and flying hundreds of flags, was an inspiring sight. The program was composed largely of patriotic songs and tableaux.

That this event has established itself as a carnival feature was shown by the large crowd which greeted the children on Punahou grounds, in spite of the fact that there were but few visitors from other parts of the world and that the event was not extensively advertised.

The fine organization and splendid work was an example of what a large part the schools are taking in cooperating in the large community enterprises. One picture shows the arrangement of the children in a beautiful setting of foliage and resplendent with the national colors. The other picture shows the Hawaiian tableau, which was given by students of the Normal and Kamehameha schools. There were many other striking features which space does not allow us to mention.

It is not possible to give credit to any one group of persons for this strikingly successful festival. It is only fair to say that the members of the committee, the special teachers, the teachers in the various schools and the pupils all worked together with the finest possible spirit of loyalty and enthusiasm.

WHERE HAWAII STANDS.

The latest report of Mr. P. P. Claxton, United States Commissioner of Education, furnishes a lot of valuable data which are particularly interesting when the same are compared with similar statistics from the Territory of Hawaii. In making these comparisons it should, however, be remembered that the report of Mr. Claxton, while it is of comparative recent date, covers the period not later than 1913-14.

The statement is very generally made that teachers' salaries in Hawaii are smaller than those in any other state in the Union, and it is probable that this statement finds many believers. As a matter of fact, the statistics compiled by the Department in Washington show that Hawaii comes third in the list showing the average amount paid to the teachers. Thus in 1913, the average pay per teacher in Hawaii was \$884.28. The District of Columbia paid the highest salary, the annual salary there being \$1,005.56, while the State of New York came second with an average annual salary of \$940.97. California paid a smaller average annual salary than did Hawaii, the annual salary there being \$871.02, and all the rest of the states paid still smaller salaries.

The average annual salary for the entire United States during that period was \$524.60. Other annual salaries paid in the five great divisions, in which the United States is divided by the Washington authorities for educational purposes, were as follows:

North Atlantic Division	\$696.25
North Central Division.....	537.45
South Atlantic Division.....	328.88
South Central Division.....	360.06
Western Division	699.03

It is fortunate that salaries in Hawaii have advanced so that now the average annual salary is \$965.16 but, of course, it would be well if we had advanced still further.

The average number of days during which the schools were kept open throughout the year 1913-14 is 158.7 for the entire United States. During that year the schools of the Territory were open one hundred eighty-five days. The only states which kept their schools open a greater number of days more than did Hawaii were the following:

Rhode Island	193.6
New York	189.9

The schools in California were open 174.1 days during that year.

During 1913-14, the average expenditure per capita of school population was \$21.34 for the entire United

States. For the divisions referred to above it was as follows:

North Atlantic Division.....	\$28.41
North Central Division.....	26.54
South Atlantic Division.....	9.21
South Central Division.....	8.95
Western Division	38.75

California leads the rest of the states in the expenditure of \$49.58 per year per child, while Mississippi has a small expenditure of \$4.53. It must be remembered that these figures refer in this case to the school population between five and eighteen, while the figures for Hawaii refer only to the population actually attending school, so these figures are not entirely commensurate. In Hawaii the average expenses for the past school year was \$32.43 per child.

In attendance, the schools of Hawaii have for the past few years been well in the lead of those in the Mainland. Thus, the attendance during the year 1913-14 was 92.1, this figure representing the number attending daily for each one hundred enrolled. During the school year 1913-14, the average daily attendance for the entire United States was 74.2, while for the school divisions mentioned it was as follows:

North Atlantic Division	80.3
North Central Division.....	78.4
South Atlantic Division.....	67.2
South Central Division.....	65.1
Western Division	76.9

The only state on the Mainland which came up to 90 was Oregon, which had a percentage of 91.8. The average attendance during the past year in Hawaii was 95.3. That excellence of attendance is not entirely due to climatic conditions is shown by the fact that Oregon, with its notoriously wet climate, had far better attendance than did California, which state, in spite of its generally favorable climate, had an average school attendance below 78.

JOIN THE JUNIOR RED CROSS.

(An appeal to the boys and girls of America by Dr. H. N. MacCracken.)

It was an American poet, himself of German descent and absolutely loyal to America, who addressed a little book to the boys and girls of this land, "You are the Hope of the World." That is the exact truth. You are indeed the world's hope for democracy, for justice, for international friendship. How can we make you feel this, we older people working now to help our nation in our fight for these things?

Well, one way is the Junior Red Cross. President Wilson approved it when he issued his famous pro-

clamation September 15, calling to the children of the schools to unite under it for patriotic service.

During the ten days between Lincoln's and Washington's birthdays, February 12 to 22, 1918, the American Red Cross is going to summon you, boys and girls of America, to respond to President Wilson's call in complete battle line formation, the battle line of the American school.

The President of the National Educational Association has issued a call to the colors which we hope will be read by every teacher in the land. Cardinal Gibbons has given his full approval to the movement and serves upon our national committee. Many others, representing every type of school and every kind of scholar have joined us in the great movement.

What is the Junior Red Cross?

It is a department of the American Red Cross belonging to the school children of the United States through which they can find expression in every form of patriotic service. As President Wilson says, "Learn by doing kind things under their teacher's direction to be the future good citizens of this great country which we all love."

The Junior Red Cross is unity. When a school has once joined the Junior Red Cross it can engage in any form of patriotic service which the government has approved. It can work for war savings; it can plant school gardens; it can engage in salvage work of the raw material board; it can help the Food Administration or the Council of Defence, and all the while be acting as a part of the Junior Red Cross which has agreed to co-operate with all these branches of the government work.

The Junior Red Cross is efficiency. It can provide you boys and girls with work to do which will be of real service, with opportunities for work which are practical and which lead to definite results, with specifications of articles to make which the Red Cross knows to be useful at this time. You can be sure that money which goes to the Red Cross will not be wasted.

The Red Cross is conservation. Every sweater that you knit, every box that you make, is just as truly a piece of conservation as money put in the war savings or liberty bonds. You are helping the government by using your time in helping to release other workers in other fields of which the government has need.

The Red Cross is morale. In joining it you are joining that great army of citizens which stands back of the boys at the front. You put courage in their hearts and power in their elbow, you make them feel that their country is with them and is something to fight for and die for, if need be.

Can you think of any reason,—teachers, and boys and girls, why you should not join the Junior Red Cross? Then write to the nearest Red Cross chapter headquarters and have your school join the rest. Make our battle cry come true. "Every School a Red Cross Auxiliary, a Center of National Service."

THE FUNCTION AND USE OF CHARTS.

(Prepared by Mrs. Marshall and Miss Jopson, Territorial Normal School.)

Since charts now furnish so important a place in the suggested equipment for the grades, some directions are offered as to the correct use of these charts. Nothing may be so misused, and it is essential that when the teacher has expended much money, time and effort in the preparation of charts, she gain results by the use of these charts. A wrong use will not produce results, and the time, money and effort are worse than lost. The following suggestions are offered that teachers may realize what the function of the chart is, and what is the method of its use, so as to produce the best results.

Charts may be used to advantage in teaching all the grade subjects, provided they are used properly. For instance, in arithmetic, if the teacher wishes to get results, she must have an unlimited number of charts, or else her charts must have movable combinations. A beautiful chart with immovable combinations, is useless as a producer of results, if it is used day after day, as the pupils will soon learn the correct answer for a certain place, and the combination itself will be lost sight of. It is suggested then, that the drill combinations be arranged on cards, and the place of these cards on the chart be constantly changed. These cards can easily be hung on the charts, or fastened up by thumb tacks. These charts are for drill work, and so used, they are very useful.

English charts are for drill work, only.

Hygiene charts are primarily for review work, and incidentally for wall posters. They have no other function.

It is in story work that charts are most often misused. In telling a story for the first time, never produce the chart illustrating that story. Remember that a finished picture or drawing, placed before the child as he hears a story for the first time, will discourage him in any effort to illustrate his own conception of the story. Draw on the board as you tell the story. The pupils are not expected to copy your illustrations. These are only to make difficult points clearer to the class.

After all the scenes of a story have been taught, have one day for review. Then is the time to produce your charts. Hang these charts on the wall, and leave them there for a week or so, then take them down to make room for the charts illustrating the next story. Leave them out of sight until you are ready to review the story that they illustrate, then place them on the wall again. Used in this way, they are a great aid, as they bring the scenes of the story quickly before the minds of the pupils and much valuable time is saved.

The same directions may be given for the use of geography charts as have been given for the use of story work charts. Use all carefully drawn charts primarily for review and incidentally for wall posters.

Never use such charts in developing a lesson for the first time. Always draw the maps and illustrations on the board as you teach. As in the case of story work, give the child the advantage of seeing how to make the drawing expected of him.

It should be emphasized that charts must not be left up on the wall for an indefinite period of time. If the pupils see the same illustrations every day, they soon lose interest in them. Don't have too many charts up at one time, as the number is likely to confuse the pupils, besides making the room look untidy.

A little should be said about the charts themselves. The function of a chart is to bring something before the mind of the child quickly and clearly. Therefore the chart should picture the most important scene of your lesson, in as simple and vivid a way as possible. It must always be kept in mind that charts are for instruction in subject matter, primarily and their use as wall posters and articles of decoration is a secondary matter.

WAIALUA SCHOOL ACTIVE.

Waialua, Oahu, March 4, 1918.

I am glad to comply with your request to write you in regard to the war activities of my school.

We have a large school garden, and many of our pupils have prosperous home gardens.

A short time ago we gave an entertainment for Red Cross benefit, and realized nearly one hundred dollars. The success of this was due largely to the efforts of Mr. James Awai, who had charge of the singing, and Miss Margaret Shaw, who trained the children in folk-dancing.

Mrs. Cowan, our seventh grade teacher, has a large knitting class. Sweaters, wristlets and mufflers are being knit. Mrs. Goodale supplied us with the yarn and she will take charge of the finished garments. Mrs. Kinney, one of our teachers, has also donated a quantity of yarn, so just at present we are well supplied. The girls of the fifth and sixth grades under Miss Loo are hemming handkerchiefs for the Red Cross, and Miss Speckens in her class is making first aid pillows. These pillows, I believe, are not accepted by the Red Cross unit here, but a kind patroness of our school has offered to send them directly to France, where they are still in demand. The third grade girls under Miss Thatcher are knitting wash cloths.

The sale of Thrift Stamps is going on constantly, and, I believe, a pleasant rivalry exists among some of the grades in this activity. At present, the fifth grade, under Mrs. Chang, is in the lead.

Mrs. Wehselau inaugurated a tin foil campaign. Indeed, all of the teachers here are doing what they can to inspire their pupils to do something to help win the war.

In spite of the report regarding the futility of saving old stamps for dyes, I am still encouraging the industry. In China, for many years, stamps have been used in the manufacturing of dyes, and we may have something to learn along this line.

MINNIE H. CHURCHILL.

THE RED CROSS SPIRIT SPEAKS.

(By John Finley, Commissioner of Education for the State of New York and Chairman of Albany County Chapter of the Red Cross.)

I.

Wherever war, with its red woes,
Or flood, or fire, or famine goes,
There, too, go I;
If earth in any quarter quakes
Or pestilence its ravage makes,
Thither I fly.

II.

I kneel behind the soldier's trench,
I walk 'mid shambles' smear and stench,
The dead I mourn;
I bear the stretcher and I bend
O'r Fritz and Pierre and Jack to mend
What shells have torn.

III.

I go wherever men may dare,
I go wherever woman's care
And love can live,
Wherever strength and skill can bring
Surcease to human suffering,
Or solace give.

IV.

I helped upon Haldora's shore;
With Hospitaller Knights I bore
The first red cross;
I was the Lady of the Lamp;
I saw in Solferino's camp
The crimson loss.

V.

I am your pennies and your pounds;
I am your bodies on their rounds
Of pain afar;
I am YOU, doing what you would
If you were only where you could—
Your avatar.

VI.

The cross which on my arm I wear,
The flag which o'er my breast I bear,
Is but the sign
Of what you'd sacrifice for him
Who suffers on the hellish rim
Of war's red line.

—From The Red Cross Magazine, May, 1917.

"If I had charge of a schoolroom I would hang high on its walls a banner bearing the words: 'The World Must Be Made Safe for Democracy.'"—Woodrow Wilson.

FIRST GRADE STORY WORK—THE BEST METHOD OF TEACHING IT—ITS DRAMATIZATION.

(Miss Lurene Cook, Puunene School.)

Story-telling is being recognized as a prime factor in primary education everywhere. It plays an especially important part in primary work in our Islands, because of the large element of foreign-speaking children; as it is an indirect means of teaching English and acquiring an English vocabulary. That children need stories for their full mental and moral development is a recent discovery of Child Study. I well remember my first struggles in trying to find a way to help my babies grasp the stories outlined in the Course of Study. I gathered some valuable information and helps from various teachers. I shall endeavor to tell you what I have gained through observation and experience, a method which has proved successful. I hope it will be a help to you.

Presentation

We all know that some people tell stories better than others. The first story I told was an absolute failure. The children looked at me as if I were talking Greek to them. So I decided that the only way to be a story teller was to practise. It is a social asset and one of which mothers and teachers are the chief inventors; a gift that, like singing, writing, and painting, can be cultivated. Training in this art involves a study of child psychology, so as to know what appeals to the child mind; a knowledge of dramatic expression, to hold interest; and control of the voice, to hold attention. The teacher must lose herself in the story, that is, laugh, cry, bark, or sing as the occasion demands. This is easy because the attention of the children is on the bark, not on the one who is barking. You cannot expect the children to enter into the spirit of the story if you yourself cannot. The story of "The Three Bears" is an excellent one on which the aspiring story teller may practise. One of the chief delights is the loud, gruff voice of Papa Bear, the middle-sized voice of Mama Bear, and the wee, small voice of Baby Bear. All the stories must be told in very simple language, because the majority of entering pupils have no vocabulary, also no apperceptive basis for getting a mental visualization.

Concrete Pictures

This is the place to speak of the effect of concrete pictures on the understanding. If you wish the children to remember the story, you must help them to get very clear, definite ideas in the first place. We do not realize sometimes that we are talking directly over the heads of our pupils. I catch myself doing it every once in awhile. I was greatly surprised to find that some of my first graders, in fact the majority, did not know what mush or porridge was. So before I could

teach the story of "The Three Bears," I had to bring a package of Carnation Mush, and a bowl of cooked mush to help them to a fuller understanding.

Illustrations

Each important step or scene in the story should be accurately visualized in an illustration. If possible, it is best to place simple line drawings on the board, talking about the object as you draw. If you cannot draw free hand from memory, I am sure it is permissible to hold a picture in your hand and draw from it. Good old Webster's Dictionary has a beautifully simple drawing of a monkey and one of a crab, which I used for illustrating "The Monkey and the Crab."

Charts

If a teacher cannot draw, there are other effective ways of illustrating. It is very easy to make charts. For most of these stories it is possible to find illustrations, which we can paste on brown manila paper. These can be tacked to the front board and referred to as the story is being told.

Sand Table

Another effective medium is the sand table. It is easily made. Any of the older boys can make one. Sticks, paper cut-outs, small blocks of wood, etc., may be used to represent animals and objects. A piece of glass with some blue paper under it will make beautiful water. The children can stand around the sand table while the teacher tells the story, or while she is asking questions in review.

Reproduction By Constructive Mediums

Directly after the children have heard the story, they should express it by drawing or hand work so as to make it concrete; for reproduction through constructive mediums helps the child to a physical application of the knowledge which he has gained, and so strengthens the impression which has been made.

In my own work, the first time the children illustrated the story, we all drew together, line by line. Then they erased and drew from memory. While they were drawing, I went from child to child talking and helping occasionally. If the little tot sees that his beloved teacher can do the thing that he is expected to do, he gets inspiration and ambition.

Clay Modeling

After telling the story, it is a good plan to talk it over with the children to bring out the essential facts. It is a great help to pick out the important objects and talk about them such as the wolf, a red hood and cape, and a basket, in the story of "Red Riding Hood."

Questions

Then ask questions about the several scenes. More advanced pupils can take turns at being teacher and doing the asking. First, ask someone, "What is our

story about?" The answer will be, "Little Red Hen." But this is not correct. We should say, "Our Story is about The Little Red Hen." The children must answer in complete statements so as to learn the order of words in sentences. After the child has given the statement, call on the class to give it.

Expression

Expression can be developed right here. If you ask a child, "What did the wolf ask Red Riding Hood?" he will answer in a monotone. Then say it for him, exaggerating the expression, and after a number of attempts you will begin to notice a slight difference in his replies. It takes the patience of Job to get results, but "Don't give up the ship" and you will have your reward.

Reproduction

When stories are reproduced by the children, the work should not, unless necessary, be undertaken as a formal language drill. But if you find that the children have no English vocabulary, the story will have to be turned into a language drill and reading lesson. Usually we can find a few pupils who are able to express the story in their own words, even if it is very crude. By all means let them do it, because so many will not respond at all, especially Japanese. Try not to be impatient. Realize that the only English some acquire is learned in the school room only. It would be impossible for me to tell a story in Latin or Greek, after having studied them for four years.

Selected Sentences

The story should be divided into scenes, each having a particular incident of interest, with from two to four short sentences in a scene something like this from "Jack and the Bean Stalk": Scene I.—Jack was a little boy. He lived with his mother. They were very poor. They had no money. Only a cow was left. Scene II.—Jack took the cow to market. He met a man. The man gave him some beans. He gave the cow to the man.

These selected sentences must be very simple, using some words the pupils already know and only a few new ones to each scene. One syllable words should be used as much as possible. It is well to place the sentences on the blackboard in both script and printing. I wrote my new words with colored chalk and found that the children understood them much more quickly than they did when they were not so emphasized. For word drill take the review words and the new words in the day's lesson. These also might well be written with colored chalk.

Dramatization

All children are good at making believe. Wise men and women, who really study children, say that this love of play acting should be made use of in education.

Dr. Eliot, late president of Harvard University, has said: "Here is a tremendous power that should be used by every school in the country and I believe that it is going to be."

Play acting is used in every kindergarten. The cunning little tots are flying birds, trotting horses, growly bears, hammering blacksmiths, and carpenters. Everything has its action, which helps to fix the idea.

Acting or playing the story makes it real to the child and gives him vivid impressions. Thus, the several scenes are made to stand out distinctly, and the child is enabled to reproduce them in their order. For, when a child becomes an actor, he must hold the scenes in mind and do team work with others. The teacher should remember that entertainment and show are not the aims, but an accurate interpretation of the story or a better seeing is to be desired. The stories should be dramatized several times. With some children it is best to dramatize every day. This gives all the children an opportunity to take part. Have one child tell the story while the others act it out. The teacher will have to use her ingenuity in the pantomime. In the story of "The Monkey and the Crab," the boy who takes the part of the monkey can stand on the teacher's chair, which has become a persimmon tree. In this way he is enabled to throw down hard, green persimmons, which are stones colored with green chalk, upon the crabs below. The crabs are on their hands and feet. Be sure they do not get on their knees, because they are liable to dirty the one and only suit or dress that they possess.

Dramatization is very entertaining. The little tots will get excited and want to stand and also laugh. It is good for them; but be careful they are not disturbing the actors or losing the point of the story in the wild excitement of the moment.

The dramatization should come last of all after the pupils have thoroughly learned the story so as to leave a lasting impression and a keener appreciation.

SCHOOL EXHIBIT AT FAIR

The extent of the participation of the Department of Public Instruction in the coming Territorial Fair and the nature of its exhibits are outlined in the following letter:

TO SUPERVISING PRINCIPALS AND VOCATIONAL INSTRUCTORS:

At the December meeting of the Commissioners of Public Instruction, the Superintendent was authorized to take whatever action he deemed proper in connection with the participation of the public schools in the coming Territorial Fair.

It has been decided that the schools shall contribute a small but well selected exhibit, and that no attempt shall be made for a general exhibit of a large quantity of material. Owing to the fact that the date of the

Fair, June 11th, falls during the busiest session of the school year, it was decided to select exhibits along lines which will call for no interference with the ordinary functions of the public schools.

The exhibits will be chosen along two general lines, namely, those of work done in the school shops and of school equipment produced by teachers and pupils.

Each vocational instructor is, therefore, asked to have the schools in his jurisdiction contribute a small exhibit of furniture or similar products. It will not be necessary to have each school contribute, and, as a matter of fact, it must constantly be borne in mind that quality is what is wanted and **not** quantity. As the entire school exhibit must be contained in two medium-sized rooms, the importance of this feature will be appreciated.

Supervising principals are requested to secure from the schools in their jurisdictions the best samples of equipment made by the pupils or teachers which they can find. Under this head will come materials, such as maps, charts, and various other devices which are unique, interesting and useful. The remarks made in the above paragraph relative to vocational exhibits apply here. Thus, it is not necessary to have each school exhibit. We want only the best.

It is the intention of the Department to place the exhibit in the Normal School, during the summer school session, so particular interest will be taken in the pedagogical value as expressed in the exhibits.

I shall be glad to give you any further information which you may wish to have.

Yours very respectfully,

HENRY W. KINNEY,

Superintendent, Public Instruction.

In accordance with the contents of the above letter, it is expected that a collection of various materials will be secured in Honolulu during the latter part of May, and, from this collection, the Department will select a representative exhibit which will be placed at the disposal of the Fair authorities.

It should be remembered that, as the exhibits will be coming from the five different districts into which the school department is divided, there will unavoidably be some duplication, and for this reason some of the exhibits which will be sent to Honolulu will not be placed on exhibition.

ATTENDANCE AVERAGE INCREASES.

The table showing the average enrollment and percentage of attendance for the term ending December 31, 1917, is, as usual, extremely interesting in that it makes it very clear that much success has attended the efforts of the public schools in the Territory to increase their average daily attendance.

As has been the case with former similar reports, it is made very plain that climate has less to do with

the percentage of attendance than would generally be thought. Thus the lead is taken by the Hanalei district of Kauai, which is exceedingly wet, while some districts which have a very much more dry climate fall far below in their attendance records. As a matter of fact, the figures speak for themselves. They are as follows:

Districts	Percentage of Attendance
Average for Territory.....	95.38%
Hilo Town	96.20
Hilo	94.34
Puna	95.41
Kau	95.83
S. Kona	95.13
N. Kona	97.04
S. Kohala	94.88
N. Kohala	95.35
Hamakua	94.07
Average for Hawaii.....	95.37%
Lahaina	95.91
Wailuku	93.46
Makawao	93.91
Hana	92.51
Molokai	95.39
Average for Maui.....	94.50%
Honolulu	97.07
Ewa	92.71
Waianae	93.45
Waialua	97.07
Koolau	94.54
Average for Oahu.....	96.58%
Hanalei	97.72
Kawaihau	95.42
Lihue	95.25
Koloa	93.53
Waimea	95.18
Average for Kauai.....	94.99%

On the whole, however, the Territory may be proud of having still further raised its already good attendance record. (It has for several years past been the best in the United States). Thus the record for the Territory was, in December, 1914, 93.1%; in December, 1916, 95.2%; while in December, 1917, it is 95.38%.

"The meaning of our flag, and the principles of our government should be taught so thoroughly that in a generation every American will know and appreciate the soul of this Nation."—Robert J. Aley, President of the National Education Association, 1916-17.

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Henry Walsworth Kinney, Superintendent of Public
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WAR-SAVINGS STAMPS

This extract from the "Hilo High School News," shows the proper "War-Savings Stamps" spirit:

"The News modestly records the fact that Hilo High School teachers and students bought about one-seventh of all the war savings stamps sold in the Hilo district in the month of January. We do not expect to maintain this record, but if every teacher and student puts the maximum effort into this war savings campaign we may double or treble our present investment. Don't call it sacrifice or patriotism; it is the most prudent and convenient investment any one can make of his savings."

JUNIOR RED CROSS

The Superintendent has sent out the following letter to Supervising Principals in regard to the Junior Red Cross organization in the Territorial Schools:

"Permit me to call your attention to the fact that principals should be instructed to send to this Department applications for Red Cross membership for their schools, as soon as they have fulfilled the conditions described in the recent issue of the Educational Review, particularly by sending in the number and the names of the children pledged to do Red Cross work, enumerating the same by grades. As soon as this information is received by this Department, a certificate suitable for framing will be sent to the schools in question with permission to display a special Red Cross banner. Kindly call the attention of the principals under your jurisdiction to this matter, as it does not seem to be thoroughly understood, at least so far only two requests have been received and these did not contain the information necessary, particularly in regard to the number of pupils enlisted."

NOTICE TO KAUAI PRINCIPALS

Kauai schools from Kalaheo to Mana will be under the Supervision of the Western Kauai Red Cross Unit, Mrs. E. A. Knudsen, Kekaha, Chairman. These schools will please consult with Mrs. Knudsen in regard to supplies and arrangements for work.

REPORT BLANKS

Report blanks, form 1, for all schools have been sent from this office. If these have not been received at your school when this number of the Review is received,

apply to your postmaster. If he cannot locate them, notify your supervising principal at once.

This notice is necessary on account of the fact that in several cases the forms were not received before the close of the term in December.

CORRECTION

Our attention has been called to the fact that on page 49 of the Course of Study the reference to Krohn's Physiology, Chapter VIII, should be Chapter XVIII. All teachers and principals are requested to make the correction.

TRANSPORTATION.

Teachers who expect to apply for transportation should pay particular attention to the information contained in the following letter from the Governor:

"1st. Application blanks for transportation on U. S. transports may be secured by request at the office of the Governor of Hawaii.

"2nd. Application blanks, whether to or from San Francisco, must be filled out in duplicate.

"3rd. In filling blanks for transportation to San Francisco, the applicant must be sure to state his or her address here in Hawaii.

"4th. In filling blanks for transportation from San Francisco, the applicant must state address while on the mainland.

"5th. It is of the utmost importance that the applicant holds and has held a position in the Territory of Hawaii for more than one year."

"6th. Applicants should see that the blanks are properly made out and signed before they are mailed to the Governor's office."

THE TEACHER BEFORE THE CLASS.

(By Paul Steel, Honolulu Military Academy.)

The teacher during the recitation has the double task of teaching the pupils and controlling their conduct. There is, with most teachers, the additional task of keeping other pupils in the room in order and at work. The teacher desirous of a successful recitation will balance well these different tasks.

We will not in this discussion take up the organization or presentation of the material of the recitation but are pointing out certain conditions necessary to a successful recitation and some of the characteristics and attitudes which will make the teacher effective in front of his class.

There are certain prerequisites to every well conducted recitation. These are familiar to every teacher of experience but their importance is such that they are not apt to be overemphasized and they will bear repeating here.

The first essential to any successful recitation is that the teacher must be the master of the class. The manner of thinking, the characteristics and the disposition of each pupil must be known to him, and understood and reckoned with by him. Then there must be obedience, absolute, immediate and cheerful obedience to every instruction and to every request of the teacher. If there is in the class one pupil who resents the authority of the teacher, this fact insures defeat before the class is called.

The next prerequisite need but be mentioned here. It is a good assignment, clearly given and carefully prepared by both the pupils and the teacher.

The proper arrangement of the pupils in the class may seem a small detail but it is to be reckoned with in good teaching. This arrangement should aim at the comfort of each pupil and should relieve, as much as possible, the physical defects of any pupils suffering from them.

The arrangement should be made with special consideration to the inattentive but it should help also in securing the maximum attention from each member of the class.

All class work requires a certain amount of routine. The passing of the lines, the signals given for this and other movements of the class, the blackboard work and the distribution and collection of class papers constitute some of the routine of most classes. The routine, whatever it may be, must be thoroughly mechanized so that it can be carried on energetically, orderly and automatically, for haphazard methods in this wastes time, produces noise and confusion, and interferes with good work.

During a recitation all distractions must be reduced to a minimum. Idleness and disorder in the room, mischief and restlessness in the class are among the most serious distractions. These things prevent concentration and continuity of thought and they check interest and enthusiasm. They scatter the attention of the class and they defeat the purpose of the recitation.

Sometimes the teacher himself may be the cause of distraction to the class. The dress, the demeanor, the language, the voice, some peculiarity or eccentricity of the teacher diverts the attention of the class from the lesson. All these personal factors should be constantly watched lest they lessen the teacher's effectiveness with the class and retard his success in the work.

Every recitation should have a definite beginning. Some teachers rather glide from one recitation into another and the pupils hardly realize they are reciting a new lesson. Where the pupils do not change seats they could stand quietly for a moment or be seated, silently for a moment. Whatever may be the sign, something should be done to mark the beginning of the recitation and it should impress on the minds of the pupils that something worth while has begun.

The teacher's position during the recitation is an important factor in its success and one that some teachers do not realize nor make use of. The position of

the teacher may not be the same throughout the recitation, it may be constantly shifted, in a well-conducted recitation it is very likely to be so, but wherever the teacher is he will be in that position where he can see what kind of work every member of the class is doing and where he can secure the greatest concentration upon the problem at hand. May we not use a military phrase and say that for every maneuver of the class the teacher secures and holds the strategic position.

It may not be expedient nor advisable for the teacher to stand when conducting every class, but this is true, that any teacher of experience looking back on his work will recall that his most effective teaching was done when he was on his feet in front of his class.

Those lines of an old poem:

"I love it, I love it,
And who shall dare
To chide me for loving
That old arm chair?"

may be loved and cherished by our fathers but they are not a good motto for an ambitious teacher of today.

One of the most helpful elements of class work is its concerted effort. By this we mean everybody, on time and together, doing everything that is scheduled in the recitation. If it is the reciting of a certain paragraph in history that is called for, then the mind of every pupil in the class is closely, concertedly, continuously and sympathetically concentrated upon that one paragraph and that one pupil until he has finished. Then follows in the same concerted way from the class the additions, corrections and questions relative to this paragraph.

If the teacher requests the collection of class papers, then according to a definite routine already mechanized, everyone instantly does that one thing and the papers are quietly and quickly collected and the class is ready for the next step in the recitation.

There are certain characteristics that are essential to the success of a teacher as he stands in front of his class.

The teacher must be alert, every movement of the pupils noticed and its significance understood and accounted for. Every slight let-down in attention and interest should be felt and efforts made instantly for regaining it. A teacher when facing the class has no chance for relaxation for failure varies directly with it.

He must be vigorous, he must allow no slouching but will require from each pupil the attitude of attention for this is one of the essentials in securing attention. He will allow no silliness, no playing, no impudence. He will guard carefully the time and the material of the recitation and will permit nothing irrelevant to come into the discussions or explanations. And he will see to it that throughout the recitation everyone, himself included, is courteous and pleasant for all the innate evil in children seems to be called out and intensified under the influence of an unpleasant and bitter disposition.



Tableau, "HAWAII"—Kamehameha laying down first law of "Mamala-hoa kanawai." (The old and young shall travel in peace and lie down and sleep in safety on the wayside.) Presented by the Normal and Kamehameha Schools at the Children's Festival.

The teacher will be fair to his class and he will also see that the pupils are fair to each other. He will make no unjust accusations. He will use no biting sarcasm to which the children have no chance to reply. He will constantly put himself in the place of the pupils to see if his attitude and actions toward them are fair and he will eliminate those things which do not stand this test.

Last of all, if the teacher is in the largest sense a success, the pupils must know that the one who stands in front of them is their friend, the friend of each of them, not one whose friendship can be used as a license for careless work or wrong conduct but back of all rigorous demands, back of all discipline and authority, their friend one who will make failure difficult for them and one who will rejoice heartily with each of them in victory.

DISTRIBUTION OF SECONDARY SCHOOL PUPILS.

In June, 1917, the Department of Public Instruction awarded 595 grammar grade diplomas upon examination. Of this number 44 were awarded to pupils from

private schools and 552 to pupils from the public schools. In September there were presented at McKinley High School 249 diplomas, Hilo High School 71, Maui High School 19, Kauai High School 9, and the Territorial Normal School 154. At Mills School and Punahou Academy 16 pupils holding grammar school diplomas were enrolled, making the total accounted for, 518.

This makes a total of 87% entering High or Normal Schools and 84.3% attending the Territorial schools. There are probably a few pupils who have entered other schools of which we have not been notified. This is an especially creditable record, as it shows the tendency of pupils, who have been graduated from the eighth grade, to continue their education in advanced schools.

The percentage of those enrolled in the Territorial schools was as follows:

McKinley High School.....	249 or 49.6%
Territorial Normal School.....	154 " 30.7%
Hilo High School.....	71 " 13.9%
Maui High School.....	19 " 3.8%
Kauai High School.....	9 " 2. %

The number of pupils at the Territorial High and Normal Schools for the first term, 1917-18, was 1136, and the number was divided as follows:

McKinley High School.....	508 or 44.7%
Territorial Normal School.....	356 " 31.3%
Hilo High School.....	192 " 17. %
Maui High School.....	46 " 4. %
Kauai High School.....	34 " 3. %

Comparing High Schools Only—

	Total High School Pupils
McKinley High School.....	508 or 65. %
Hilo High School.....	192 " 24.6%
Maui High School.....	46 " 6. %
Kauai High School.....	34 " 4.4%
	<hr/> 780 100.0%

	Total High School Teachers
McKinley High School.....	19 or 52.8%
Hilo High School.....	9 " 25. %
Maui High School.....	4 " 11.1%
Kauai High School.....	4 " 11.1%
	<hr/> 36 100.0%

Ratio of Teachers to Pupils—

McKinley High School, approximately.....	1:27
Hilo High School, approximatel.....	1:21
Maui High School, approximately.....	1:11
Kauai High School, approximately.....	1: 8

The Aggeler & Musser Seed Co. of Los Angeles have just issued a special School Garden Manual which is full of valuable information for the boy and girl gardener.

An article on "School Gardening Made Easy" is of special benefit it giving many pointers as to the care and preparation of soils, seeds etc. The above manual can be had upon application to Aggeler & Musser Seed Co., 6th and Alameda streets, Los Angeles, California.

SEWING IN SCHOOLS OF EAST HAWAII

Mr. F. A. Clowes, Vocational Instructor for Hawaii, has written a letter to principals in regard to vocational work. This extract from the letter is of special interest:

"The following statements arise from observations of work being done during inspections, and from study of the term reports. The statements are intended to help in simplifying and defining the vocational work.

"Sewing and other related work:

"Principals are urged to encourage the development of definiteness in the course of sewing. The lesson plan should be a record of specific operations that are

used in the making of articles or garments for which a need is felt. The courses to be taught, and the articles to be made in the teaching of the course, will naturally differ according to the number of teachers in the school. The following is a composite outline of the work taught in the schools of the district. The outline is compiled from the term reports.

Paper work, such as paper folding, sewing, cutting, coloring and pasting.

Lei making.

Weaving: lauhala; rags; raffia.

Basting, even and uneven; hemming; seaming, plain and French; backstitching; running stitch; outline stitch; overcasting.

Thread drawing and cutting; use of patterns and cutting from patterns.

Machine sewing.

Fancy stitches: hemstitching; herringbone stitch; cross stitch.

Embroidery; lacemaking; knitting; tatting; crocheting.

"The following table shows how materials are being provided for practical application in the operations outlined above:

Source of Material	Number of Schools Reporting this Source
Pupils	15
Red Cross Organizations	10
Teachers	8
School Sewing Fund	5
School General Fund	2
Donations from outside individuals.....	1
Remainder of old supply from Department of Public Instruction	1

SCHOOL HOUSEKEEPING

By E. A. Brown

It is an important duty of the teacher to be a good housekeeper and to teach the pupils to be good housekeepers. See to it that your pupils properly sweep your room and keep it clean. Pay particular attention to the dusting. Each pupil should possess a dusting cloth and he should acquire the habit of wiping his desk with it in a manner to get rid of the dust but he should avoid whipping the dust, which only scatters it. "... try not to have dust around, as it is one of the worst things for the lungs." Do not overlook hiding places for dust in and around the desk, the closets, the room, etc. You cannot leave the school house at two o'clock and properly supervise your cleaning.

When your pupils sweep your room, have them take up the dirt, put it into a receptacle that does not leak and deposit it in a box or barrel provided for that purpose.

NOTE.—This is an extract from a pamphlet, which the principal at Puunene gives to each teacher at the beginning of the year.

EQUIPMENT FOR TEACHING HYGIENE

By Miss Margaret F. Shaw, Territorial Normal School

In discussing the equipment necessary for the teaching of Hygiene in the public schools, I shall restrict myself to the mental equipment necessary to teach this subject in the primary grades.

Just a word about the mental equipment of the pupil. In these Islands, this varies with each pupil. The child's knowledge of Hygiene may be unassociated with the subject as it is taught in the classroom. It is the duty of the teacher then to link her lessons with the practical knowledge of her pupil. Then there are the children who have no practical knowledge gained at home. There must be given the instruction at school.

However, the giving of knowledge in connection with personal cleanliness is the smallest part of the primary teacher's duty. It is her work to see that the pupils under her care use the information she has given them every day; to make it become a habit with them to brush their teeth and wash their faces and hands.

Her teaching is useless unless she makes her pupils use this knowledge in the form of habits.

In order to be a successful teacher of Hygiene, a teacher must have the keenest power of observation in order to see the needs of her pupils and also the ability to tactfully adapt her knowledge to their individual and personal needs. Besides this she must have imagination to create interest and variety in her lessons, so that the children will look forward to Hygiene as well as to Story Work.

How can a teacher vary her work so that she can keep up interest in her lessons? There is so little subject matter that she must repeat a great deal.

She should try to present the lesson very differently the second time it is given. Take for example a lesson of washing the face. Practical demonstration is always a good method to use for a beginning. The teacher needs to have all the necessary materials with her, as soap, a wash basin, towels, etc., and she should show the correct way to wash her own face. Then the pupils should do it too.

The next lesson might be an inspection of the class to see how they have used their knowledge. Do not get into a rut by always looking for the same thing. Change the method of procedure often. Have the pupils do the inspecting and let the ones who need it most see how the rest keep their teeth and fingernails.

Another way to vary this lesson is to put it in the form of a story. Joe had not washed his face. He had dirty hands, too, and because of this fact his clothes were all grimy. He came to school and the teacher would not choose him as monitor, because she had to have clean papers. Everything he touched was sticky and dirty. Quite a story can be made about Joe and his effect on the teacher and scholars. Be sure that the conclusion is a natural one or else have the children draw their own conclusions.

This same lesson may be put in the form of a dialogue. Choose one child for Joe, one for his mother, another for the teacher. Perhaps have several for pupils in the same class with Joe. Appropriate conversation and action can easily be worked out which will bring out the important points of the lesson. The teacher must be careful that her imagination does not run away with her, for her story or dialogue must teach the habits that she would instill into her pupils.

To sum up, the teacher must use her own mental equipment in adapting her lessons to the mental equipment of her pupils, and make her lessons interesting, varied, and real through the power of her imagination.

OFFICIAL SCHEDULE OF TERM EXAMINATIONS.

Second Term—1917-18.

(March 21 to 28, 1918.)

March 21, 1918.

Grade VIII—History	9:00-11:00
Grade VIII—Spelling	12:30- 1:00

March 22, 1918.

Grade VIII—Composition and Literature.....	9:00-11:00
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March 25, 1918.

Grade VIII—Grammar	9:00-11:00
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March 26, 1918.

Grade VIII—Arithmetic	9:00-11:30
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March 27, 1918.

Grade VIII—Hygiene and Sanitation.....	9:00-11:00
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March 28, 1918.

Grade VIII—Geography	9:00-11:00
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Principals and teachers are requested to read carefully pages 51-53 of the Course of Study, and especially the revisions relating thereto, published in 1916 and 1917.

A NEW RED CROSS ACTIVITY

Mrs. Nina L. D. Fraser, principal of Kaiulani School, has already put into practice a plan for saving rubber, which is very important as a conservation measure.

Mrs. Fraser has suggested to the central committee of the Junior Red Cross that this plan be listed as a Junior Red Cross activity in the schools.

The plan is to have the pupils collect broken glass around the buildings and grounds and on the streets. It has been a great surprise when this plan has been put into practice to find the immense amount of glass that is picked up in the streets. There is no doubt that if this activity were extended throughout the Territory there would be an immense saving in automobile and bicycle tires, and it would also prevent many minor accidents to children.

It would be well also to include nails, pieces of wood, and sharp stones along with the broken glass.

Kaiulani school is to be congratulated on the innovation of so practical a plan for conservation.

WAR WORK AT THE NORMAL SCHOOL

The Normal Training School is very earnest about helping to win the war, as evidenced by the enthusiasm with which the pupils save for Uncle Sam. Today, March 4, 1918, all the grades started boxes for the collection of postage stamps. Grade VIII reported 3000 stamps as their first day's collection. The other grades have not as yet reported. All the pupils of the school are contributing tin foil to aid in the work. A large box of foil has been collected and will be rolled out into thin sheets tomorrow morning and then sent to headquarters.

During the month of February 32 per cent of all the grade children bought Thrift Stamps. One child purchased over \$15.00 worth of stamps and is still buying. All are planning how, by saving and working, a few more stamps may be bought.

The Cooking and Sewing Departments are saving as shown by the following letters.

WHAT THE NORMAL SCHOOL IS DOING TO HELP WIN THE WAR

Because the men of Allied countries are in the trenches instead of on the farms, those countries are more dependent upon the United States for food than they have ever been before. So they ask us for food, with a right which they have never had before—for they are our companions in the great struggle for democracy and liberty.

Since we have to supply our Allies with wheat, beef, pork, dairy products, and sugar, we should eat less of these and more of other foods of which we have an abundance, and to waste less of all the foods.

Herbert C. Hoover has set forth a strong and just appeal to the people of the United States to save food and not waste any. Thus has arisen the expression "Hooverize," which is now very familiar and heard all over the country.

No public institution in Hawaii has responded to this appeal better than the Normal School Kitchen, where approximately 280 lunches and 180 desserts are served daily.

The Food Administration has asked everyone to maintain rigidly a minimum of at least two wheatless days, one meatless day and one porkless day each week.

The Normal School observes both the "Meatless Tuesdays" and the "Wheatless Mondays and Wednesdays." On the "meatless days" salads, chowders or soups are had for luncheon; while on the wheatless days either brown bread, cornmeal muffins or graham bread, which is made by the pupils, are used instead of wheat bread.

When bananas were found to be a suitable substitute for flour, several bunches were purchased for use in the kitchen. A difficulty arose when they ripened all at once, and so the vocational instructor had to use them up immediately. We then had banana salad, banana ice

cream, banana bread, and banana cake. All these different dishes are made by the pupils. Whatever material is left is given to the chickens and rabbits in the garden. Thus the Normal School is doing its "bit" by Hooverizing in the kitchen.

GERTRUDE SEONG.

WHAT THE NORMAL SCHOOL IS DOING TO HELP WIN THE WAR

At the present time we hear a great deal about conservation of food. It is necessary that we save our food as much as possible and on the other hand increase our farm crops in order to help win this war.

Here in these islands if proper measures are taken, I believe we can supply our own demand. Home gardening as well as poultry raising should be greatly encouraged. The Normal School is doing its bit toward helping win the war. Poultry raising and gardening are encouraged. There are now about 60 chickens in our chicken yard and they are all doing well. The boys of the Normal proper under the careful direction of Mr. Meinecke, are taking care of them. Every day the coop is washed and the chickens are fed with proper food. The number of eggs laid each day is sufficient to supply our school kitchen, and in this way the school is supplying its own demand. Though the work carried on in the school may be of little amount and significance, still, I believe, the school is doing "its bit" with the proper spirit.

JOHN MATSUMURA.

CONSERVATION IN THE NORMAL SCHOOL

Everyone knows that the "less less" days are growing more numerous. These "less" days are very important to the Normal School.

Uncle Sam can feel that the students of the Normal School are back of him. Every one in this institution is doing his or her bit towards winning the war.

The school is saving large quantities of wheat, meat and other foodstuffs for our boys "Over There." Instead of using wheat for making cookies and bread, we are substituting bananas and other island grown fruits. One cannot expect to get even a sandwich made of wheat bread on wheatless days.

Meatless days are also observed by the students. Fish, vegetables and other foods are served on meatless days.

Every one is cooperating with the school in observing these "less-less" days for reports show us that there are as many lunches sold on these days as there are on other days.

YAYOI SAITO.

HOW THE NORMAL SCHOOL IS DOING ITS BIT

Herbert Hoover is making a strong and just appeal to the citizens of the United States to eat more poultry products, because these cannot be as easily transported

to our soldiers and our allies, as meat. Many people have heeded this appeal and have started to raise their own poultry to which they are feeding table refuse and garden truck, thus making use of all waste food material. There are very few who cannot help to supply this increasing demand.

The Territorial Normal and Training School is doing its bit and is now supplying the school kitchen with eggs from the school flock, thus saving about \$1.25 a day. We have a flock of about 65 White Leghorns that was bought sometime during vacation. When school opened the boys with the assistance of their vocational instructor, built a house for the chickens and fenced in a plot of ground about 75x100 feet which is used as a run for the flock.

The chickens are self-supporting and are left to the care of the boys under the direction of Mr. Meinecke. The boys of the Normal proper study the feeding and care of chickens and thus learn to raise poultry in a scientific manner. In other words they are preparing themselves to meet the cause of true Americanism which is "Do Your Bit."

CLARENCE DYSON.

RED CROSS WORK AT THE NORMAL SCHOOL

The Normal School, which is always ready to do any patriotic work, is now doing her bit to help win the war. Every pupil realizes that we are fighting for humanity and liberty, for which our forefathers fought so gallantly. They demanded liberty for one country while we are fighting for it for the whole world. All the pupils, from the seniors to the little 6-year-old children in Grade I, are doing their very best to help win the world's greatest war by conserving food and doing Red Cross work. Hence it is a most difficult task to find slackers among the students of the Normal School.

All the girls in Grades IV-VIII are knitting wash cloths. Besides giving their time, they willingly sacrifice an ice cream soda or a moving picture show every month in order to buy cotton for the wash cloths. Each girl makes at least four wash cloths each term. Instead of doing other sewing as dressmaking and embroidery, they learn how to knit. Perhaps knitting wash cloths is not particularly interesting, but it becomes interesting to the girls simply because they are working for the common cause of the world as well as of their own country. They take such great pains to knit these wash cloths nicely that they are as even as if made by machines. They spend every minute of their leisure time, even their recesses, in knitting. There is hardly a girl who does not bring her knitting to school.

Besides wash cloths, the Normal School girls are knitting sweaters and mufflers. Since these mean harder and more complex work, they are made by girls of the Normal proper, especially those of the Freshman and Sophomore classes. Of course, Seniors and Juniors assist too, but their work consists chiefly of help given to the younger members of the school.

Last term we sent away to the soldiers at the front and in the training camps, 220 wash cloths, 79 pajamas, and 48 bed shirts. These were so well done that we received special compliments for the quality as well as the quantity of work. Last month we sent in to the Red Cross Department, 126 bed shirts, 18 pajamas, 50 wash cloths and 92 pillow slips. We now have 30 pajamas, 40 bed shirts, 24 sweaters, 75 wash cloths and 64 pillow slips ready for the next shipment. As 40 girls are now knitting sweaters, we hope to have 40 more sweaters by the end of this month.

As wool is so very expensive and difficult to get, we have established a Red Cross wool fund which began with a rather small sum. Nevertheless it is growing rapidly, and we now have \$53 a month. Whenever a pupil has an extra nickel for ice cream or candy, he or she does not hesitate to drop it into the box. Since many a girl will gladly spend her time in knitting, but is financially unable to buy the wool, by means of this fund we shall be able to send away more sweaters to our soldiers and allies.

AH CHIN LOO.

EWA SCHOOL DOES WAR WORK, ALSO AIDS BELGIANS

FOOD CONSERVATION. Just as soon as we learned that the United States had entered the war the children were called into the assembly room and given a talk on saving bread and other articles of food. Instead of throwing away what was left of their lunches, they were instructed to take it home where it could be used in preparing the next meal and the scraps could be used in feeding domestic animals and fowls.

FOOD PRODUCTION. Many of our pupils have very successful home gardens in which they raise sweet potatoes, Irish potatoes, Kentucky wonder beans, carrots, beets, cabbages, etc., etc. From the small space available in the experimental school garden, a large number of vines of the Madeira sweet potato have been raised and distributed among the children for home gardens.

THRIFT STAMPS: As soon as a shipment of thrift stamps came to Ewa Postoffice we showed the school children the stamps and cards and explained to them their value and how and where they could secure them, with the result that instead of spending their dimes at the moving picture shows, quite a goodly number of our children have thrift cards which they are filling with stamps and many are already the proud possessors of one or more \$5 war savings certificates.

BELGIUM RELIEF. In November, 1917, through the combined efforts of Ewa public school, Ewa private school and the Ewa kindergarten school, the sum of \$231.85 was raised to send as a Christmas present to the children of Belgium. Of the above amount \$180.30 was a voluntary gift from the children of Ewa public school.

Mrs. George F. Renton, who has charge of the Belgian Relief Work and the Red Cross work in Ewa, for-

warded the money through Mrs. Dorothea Emerson of Honolulu to Madame de Hemptinne who is doing a great work among the poor orphan children of Belgium.

The following is a letter from Madame de Hemptinne to the children of Ewa school:

Calais, January 5, 1918.

"My dear little Friends:

"Mrs. Emerson has just sent me the splendid check which you gave her for my babies. I thank you with all my heart in the name of the poor children whom I am helping with your gift. It was so generous of you to decide to send me that money. I am very much touched by the interest you take in my work and I hope to send you some photos of the children who have received a good meal on Christmas day.

"I am also quite pleased because dear Mrs. Emerson has given me your name to one of the beds in the Hawaii Creche. It will be a nice souvenir for you all and certainly will give you pleasure later when I send you a photo of the Creche and the baby in your little bed.

"Just before your check arrived I was very much depressed and worried about some children. I needed absolutely a few dollars and did not know where to find them. This was to send a whole family out into the country. I don't know that you realize what life is here for us, as we are very near the firing lines. At any time during the day or night the aircraft of the enemy may bombard the town. Often when the children are playing or dining or sleeping, suddenly the alarm signal goes and many guns begin to shoot without a minute's rest. The children if not yet in bed rush to the cellars (if there is one, which is seldom the case), and of course are frightened to death when they hear the bombs fall close to them. Sometimes in the middle of the night the poor little things are taken from their beds and rushed through the cold to cellars several yards from their homes. No one is allowed in the streets after the sounding of the danger signal except those who man the anti-aircraft guns. Sometimes bombs are dropped at intervals of every hour or two, sometimes oftener. No one ever knows when to expect them.

"A few weeks ago a young girl rushed out of her house in the middle of the night to go to a cellar not far away. She happened to remember that she had not closed her door and when she turned back towards her home she was killed in the street.

"Now you can perhaps realize how terrible the conditions of this life are for children. I try to send them all out of the danger zone, but all this costs money, and of course you can't send us money for things that you don't know about.

"A few days ago I asked the children what food would please them the most for Christmas Day. Their answer was, 'We would rather eat dry bread every day and Christmas Day, and keep the money that you would spend for that food to pay the expenses necessary to get us out of town to a place of safety.' The poor children are so nervous and are really ill. The doctor said that I must get them out of town if I wanted to save them. I was very sorry not to be able to send them away, for I had been working since 1916 to keep these babies alive, and it would give me much sorrow if something should happen to them now.

"Do you understand now why I was so worried and sad before I opened Mrs. Emerson's letter, and how happy I was when I saw that it was possible to send these sick babies out of danger. It is one anxiety for me while this terrible bombing goes on when I fear that one will be dropped in that vicinity.

"If the cruel enemy would drop bombs on camps or military places, it would be their right, but it is always on houses where women and children are killed.

"The exploding bombs have left almost no glass in our windows. Think of what that means when it is freezing cold and we have but little coal for fires.

"You may be sure that many children are praying God to bless you, which is all the poor little things can do. They are too little to write and thank you in their names, so I am doing it for them, and I assure you that it is for me a great pleasure. I am, too, very proud to know that I may consider you as my dear helpers to save the unfortunate little ones of poor martyred Belgium.

"Thanking you again for your kindness and hoping that you will get this letter in spite of the under-sea boats,

"I am most gratefully yours,

"MARIE DE HEMPTINNE."

"This is the great task of the public school—to hold aloft the standard of straight thinking."—Mary C. C. Bradford, President of the National Education Association, 1917-18.

To the Teachers of the Territory of Hawaii:

We have addressed to every teacher in the Territory one of our 1918 catalogs. The information in this book is intended for the teachers and pupils in School Gardenwork.

If this book is of no interest to you, pass it to someone else who may be benefited by it. We call your attention to pages 4 to 10, 18 to 22, 27, 37, 39, 46, 48 (prize offer), 62, 64, 73 and 79. If you need more catalogs do not hesitate to ask for them.

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—Journal of Education, Dec. 6, 1917.

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Hawaii Educational Review

THE TERRITORY OF HAWAII IS AN INTEGRAL PART OF THE UNITED STATES OF AMERICA

Vol. V. No. 14.

APRIL, 1918.

Price, 10c



Promoting Thrift Stamp Sales.

This picture shows how Honomaku School children have been encouraged to buy War Thrift Stamps. On a blackboard which is placed on the veranda the names of the pupils who bring money for stamps are written. A white star is placed after the name for each 25c stamp bought, and when four stamps have been purchased the white star is replaced by a red one. A blue star is used to indicate the purchase of a \$5 stamp.

Each child in the school has been asked to buy one stamp, at least, to begin with. They are urged to earn the money with which to buy their own and to bring money for their parents if they wish to save. The child

who buys the one stamp has the incentive to save and fill up his card. It is explained that he has helped the government by lending his quarter but that he can not begin to help himself until he has sixteen stamps to be exchanged for one which bears interest.

The picture shows only those among the first to buy stamps. The board will, of course, have to be enlarged to accommodate the names of children who are to do their share of saving from now on.

J. H. BRAYTON,
Principal Honomakau School.

REPORT ON OUTSIDE READING IN SECOND YEAR ENGLISH.

By Dorothy Stendel, Teacher Kauai High School.

During the year 1916-1917 I taught a class in First Year English. There were eighteen in the class and all but three had difficulty in understanding the diction and finer points in the stories studied in class. Often there were references to characters or books known to all Grammar School pupils on the mainland but practically unknown to these pupils. It was difficult to name a book that all had read or even heard of.

This year I have a first year English class and also a second year English class. The latter is made up of eleven of the pupils I taught last year. Six are Japanese, two are Chinese, two part Hawaiian, and one is German. Of these, only one speaks English exclusively. During the fall term there were the same difficulties as last year. Finally, I resolved to try an experiment.

At the beginning of the term I assigned one of Lamb's Tales of Shakespeare to each member of the class. Each looked up the life of Charles Lamb, told his story to the class and wrote a short synopsis. This gave practice in oral English and written composition. At the end of two weeks I gave each pupil a longer story, such as: The Children's Dickens, Treasure Island, Kingsley's stories, The Vicar of Wakefield, and other books recommended by the College Board. This work was extra and the regular work was not interfered with. Two weeks were allowed for reading the book, writing a short synopsis, looking up the author's life and, finally, giving a short report in class. In most cases the work was done in less than two weeks and the pupils were asking for more books.

I had planned that each pupil should read five books during the term. The number read, however, varied from six to fifteen. In our regular work we made a careful study of George Eliot's Silas Marner, and reviewed Hagar and SoRelle's Applied Business Correspondence. The class average in the March examination was 86 per cent., while that of December, with no outside work, was 89 per cent. I believe the decrease in average was due to the difficulty of the examination rather than to outside work, as I have the same pupils in history, and that average increased 3 per cent. At the end of the term I asked whether or not we should continue outside reading next term. All eagerly responded "Yes." I then asked for written answers to the following questions:

First: Before coming to Kauai High School did you read any books besides those studied in Literature class? If few or none, state reason. I found that the three who had understood the best had read a very large number of books. Four had read an average number, three a very few, and one, none. Some of the reasons were: The pupil did not care for books; there were no books in the library; no one had ever suggested reading. These reasons prove that there is great opportunity for the grammar school teacher to encourage reading, to see that

there are books available and to take a personal interest in the child's selection of books.

Second: Did you do any reading during the Freshman Year? If a little or none, state reason. One had read many books, one a few, eight scarcely any, and two, none. The reasons given were: All time was spent on studies; pupils worked after school hours; pupils never thought of reading; pupils wasted spare time. This decrease showed that I had neglected opportunities and made me resolve to start the present year class on the road to reading.

Third: Did you do any reading during the fall term of 1917-1918? If a little or none, state reason. The answers showed further decreases. The reasons given for not reading were the same as those given in the above, and in addition, some pupils said they did not know how to select books.

I found that those who have read the most have the least difficulty with the English literature. They have a more mature understanding than the others. Those who have read the most since January are pupils who have the least time to spare. They do good daily work, work after school hours, are interested in school affairs and do a great deal of Red Cross work. Those who have done the least are those who have time to spare.

I have often mentioned certain books and suggested that pupils read them, but in some cases, the only suggestion that works is that of putting the books into the pupils's hands. He has to be taught how to select books. His way is to look at a book, to see whether it is long or short, whether the print is large or small, whether there are any pictures, and whether there is any conversation. He does not notice the author or even the title. The teacher must tell him who the good authors are. An outline of the best English and American authors and their works is very helpful. The teacher must guide the pupil so that he will not read one kind of books exclusively. She must show the value of good books and the weakness of poor ones. Books are as influential as friends and should be as carefully chosen.

During the high school course we use a few books as texts in class in order to teach the appreciation of literature. Unless we can in some way arouse the desire for good books, our aim is only half accomplished. If high school pupils were required to read at least five good books during the school year outside of regular class work, I am sure our aims in the teaching of literature would be more fully accomplished. To appreciate books, and to get a vocabulary, to get an insight into human life and character, one must read. Furthermore, one must read in the English language. Most of the children of foreign parents do not have English story books at home. It remains for the school to supply them and to encourage reading. It is easy to obtain books from the Honolulu Library.

In my second year English class it has been shown in less than three months that outside reading has helped in the daily recitation. There has been marked improvement in the ability to read rapidly, in understanding, ap-

preciation, oral expression, and composition. The pupils could compare different books with the one they were studying. Setting, plot, characters, style, and author's view point had a meaning. Had there been no improvement in the above mentioned ways, the pleasure gained from reading would have justified the time spent, for the pupils have become acquainted with many good authors and desire to know more.

The following is a partial list read since January first. The marked titles are my selection and the others were selected by the pupils:

- *Bunyan—Pilgrim's Progress.
- *Swift—Gulliver's Travels.
- *Goldsmith—Vicar of Wakefield.
- *Dickens—Tale of Two Cities; Dombey and Sons; Nicholas Nickleby; Oliver Twist; David Copperfield; Christmas Carol; Cricket on the Hearth; Old Curiosity Shop; Barnaby Rudge.
- *Edgar—Crecy and Poitiers.
- *Thackeray—Pendennis.
- *Mrs. Gaskell—Cranford.
- *Kingsley—Westward Ho; Hereward the Wake.
- *Reade—Griffith Gaunt.
- *Lytton—Last Days of Pompeii.
- *Blackmore—Lorna Doone.
- *Thomas Hughes—Tom Brown's School Days.
- *Stevenson—Treasure Island; Kidnapped; Master of Ballantrae.
- *Kipling—Kim; Captain Courageous.
- *Barrie—Peter Pan; Peter and Wendy.
- *Cooper—The Deer Slayer; Last of the Mohicans; The Spy.
- *Hawthorne—The House of Seven Gables.
- *Cable—Old Creole Days; The Cavalier.
- *Page—On Newfound River; Old Virginia.
- *Aldrich—Story of a Bad Boy.
- *Hale—A Man Without a Country.
- London—Call of the Wild; Before Adam.
- Webster—Daddy Long-Legs.
- Waller—Ben Hur.
- Gibbon—The Disputed V. C.
- Keller—A Story of my Life.
- Burnett—Little Lord Fauntleroy.
- The Making of America, Vols I and II.
- Porter—Michael O'Hallorin.
- Ford—Janice Meredith.
- Churchill—A Far Country.

DEMOCRACY AWAKE

It was the policy of those who plotted and made ready for the time to accomplish the desire of the German rulers, to lull into false security the great nations which they intended to subdue, so that when the storm broke they would be unprepared. How well they succeeded you know. But democracy no longer sleeps. It is fully awake to the menace which threatens it. The American people, trustful and friendly, were reluctant to believe that Imperialism again threatened the peace and liberty of the world. Conviction came to them at last and with

it prompt action. The American nation arrayed itself with the other great democracies of the earth against the genius of evil which broods over the destinies of Central Europe.

No thought of material gain and no thought of material loss impelled this action. Inspired by the highest motives, American manhood prepared to risk all for the right. I am proud of my country. I am proud of my countrymen. I am proud of our national character. With lofty purpose, with patriotic fervor, with intense earnestness the American democracy has drawn the sword, which it will not sheath until the baneful forces of Absolutism go down defeated and broken.

My friends, I am firmly convinced that the independence of no nation is safe, that the liberty of no individual is sure, until the military despotism, which holds the German people in the hollow of its hand, has been made impotent and harmless forever. Appeals to justice, to moral obligation, to honor, no longer avail with such a power. There is but one way to restore peace to the world and that is by overcoming the physical might of German Imperialism by force of arms.

For its own safety as well as for the cause of human liberty this great Republic is marshalling its armies and preparing with all its vigor and to aid in ridding Germany, as well as the world, of the most ambitious and most unprincipled autocracy which has arisen to stay the wheels of progress and imperil Christian civilization.

Robert Lansing, Secretary of State.

FUNNY ANSWERS

The following extracts were taken from Fifth Grade hygiene papers by one of the supervising principals:

"Alcohol makes the brain bulb."

"Fruits contain much mineral and furnishment."

"Fruits are of use in breakfast and dinner time."

"He should always stay near the floor smelling it."

"Food is changed into a juice called saliva."

CORRECTING EXAMINATION PAPERS

The system of marking examination papers in graded schools in force for the past three years is not generally understood.

For the benefit of those who are not now following the system, an outline has been prepared indicating how this may be done to comply with the interpretation made by the Course of Study committee in 1916, when an explanation was added to paragraph (a), Rule 21, Course of Study.

The plan of marking papers in the left hand margin on the basis of 10 is suggested as being much easier than computing each question on the basis of $7\frac{1}{2}$ for facts and principles. When practiced for a short time, this method will be found easier than those generally adopted. By carefully following this outline, a much greater uniformity will be attained.

Teachers will please note that this is not a new system of grading, but is an explanation of Rule 21, especially explaining paragraph (a) which was revised in August, 1916.

John Smith
Grade VIII
June 20, 1917.

History

Corrected by John Doe
78.8%

Facts & Principles		Errors Rule 21
	QUESTION 1	
(7) -3	(a) Boadicea was a warrior queen in England. (b) Julius Caesar <u>ruled England very cru</u> villy. (c) William the Conqueror <u>li</u> vve in Normandy.	-1½ -1
	QUESTION 2	
(9) -1	<i>date?</i> The Black Death bre v ak out in England ..1548.. Many people dy v ed of the disease and farming suf v ered.	-1 -1½ -1½
	QUESTION 3	
(10)	The Northmen were strong men who end v ure hardships of any kind. They were very skillful seamen and fighters. They were very fond of making voyages during stormy weather.	-1
	QUESTION 4	
(7) -2 -1	The condition of the poor people in England was very bad. <u>Many times they were happy, but often</u> <u>they had litl</u> vve to eat and wear.	-1½ -1½
	QUESTION 5	
(10)	King John's reign is conside v rd an important one in English history because the Magna Charta was drawn up during his reign.	-1½ -1½
	QUESTION 6	
(10)	Provisional, republican and territorial are the forms of gover v ment that have existed in the Hawaiian Islands since the over-throw of the monarchy.	-1½
	QUESTION 7	
(9) -1	Queen Elizabeth was the daughter of the king Henry VII. She had dark eyes, yel v ow hair, and was tall. She was very fond of dancing and dress- ing elegantly. Her reign la v st forty-two years.	-1½ -1
	QUESTION 8	
(6) -4	John Cabot discovered Newfoundland for England and explored the coast of n v orth America but he <u>went back home.</u>	-1½
	Not complete.	
	QUESTION 9	
(10)	Christopher Columbus, a Genoese explorer, sailed to America in the year 1492 on his famous voyage of discovery. He found the natives there were partly civilized. He called them Indians. The island on which he first landed was supposed to be San Salvador. The discovery of America by Columbus is of great advantage to our nation.	

QUESTION 10

(8½) -1½ The conversion of England to become Christian -1
 was strvted by St. Augustine and his monks. They -1½
 were sent out by Pope GreVgry. -1½

Too brief.

$$\begin{array}{r} 86.5 \\ 86.5 \times \frac{3}{4} = 64.8 \\ +14 \\ \hline 78.8 \end{array}$$

$$25 - 11 = 14$$

11

EXPLANATION

If total of errors Rule 21 was 30, the net mark would be 64.8
 (25 - 30 = 0) (64.8 + 0 = 64.8%)

The mark in circle at left is amount allowed for correct facts and principles on basis of 10. The mark with minus before it on the left is amount deducted and should be opposite the indicated error. On the right are the penalties provided for in Rule 21. Three-fourths of the sum of marks in circles is the net amount for facts and principles. The check mark used is to indicate that the word was misspelled or grammatically incorrect. It was necessary to use it between letters for typographical reasons.

The sum of the penalties under Rule 21 is subtracted from 25. The remainder is then added to the net mark for facts and principles. The sum of these two marks is the examination mark for the paper.

Where penalties that apply to the whole paper are imposed, the amount should be shown at top of paper as "Lack of Neatness, 2%," and this should be added with the marks at the right and the total subtracted from 25, as explained above.

The errors in facts and principles should be underscored and, unless the error is perfectly plain, some brief notation should be made to explain the deduction. "Incomplete," "Too Brief," "Not Clear" are examples of such notations, but others should be developed to cover any given case. The errors under Rule 21 may usually be indicated by a check mark.

ELEMENTARY GEOGRAPHY

Miss Pearl Hansbrough, Paauilo School

Geography has more sides to it than any other school subject. As from a hilltop or fortress, it looks out in all directions upon the fields of knowledge. It logically begins with nature study and develops through an extension of community environment to continental and world environment. The immediate surroundings of the child presents the material with which he begins his study. If there is one thing needing emphasis in geography teaching it is more of the fields, more of the world about us, and less of books. There is much variety of surprising knowledge to be gained by stepping from the school room directly into this great world of realities. In all study of geography we should never lose an opportunity to make practical application of the knowledge they are gaining, applying it to conditions that exist in the child's world.

The secret of success in teaching geography is to hold the interest of the child and to do this variety in presentation is necessary. Too little variety is stultifying to both teacher and pupil. My purpose in this paper is to give you a few suggestive devices which will only indicate some of the lines that it is possible to carry out.

Chart work creates enthusiasm and may be used to advantage in many ways. For instance, let the children cut out pictures to illustrate the modes of communication and travel. Let them make charts of land and water forms, of the animals of the different continents, or industrial charts. For a weather chart let the children get or draw suggestive pictures of the weather for each day and paste on a calendar.

Children take great interest in helping to get products together for a product map. Where the genuine articles cannot be obtained, pictures may be used.

Another thing which is the prime favorite with the children is to make little booklets in the shape of the island of Hawaii. On the inside leaves let them write from memory the facts they have learned about their island following an outline, such as location, climate, physical features, etc. They may also find pictures to illustrate their booklets. This is only one suggestion for work along the line of booklets but there are many possibilities.

To vary drills on directions in the school room, let the children name things on the east side of the room, west side, south side, north side. Have a child stand on the east side, etc., write on the east blackboard, etc., get a chair from the north side. Have a child stand in an open space and then have a child stand east of him,

another one west of him, etc. Drill by gymnastic exercises. Give command thus: Class, face north, etc. These will suggest many such drills. From the room follow the same suggestions with the building and school ground. Clothe the drill in a new dress and the children will enjoy it as much as at first.

Games vitalize geography. I shall only mention one or two. A game which creates enthusiasm is "Is It?" Each child represents, say, some land or water form. He then says "I am a large body of land surrounded by water. What am I?" The one guessing says, "Are you an island, which is a large body of land surrounded by water?" The answer is—"Yes, I am an island, which is, etc." This game is very good for drill in location and may be adapted to many different kinds of work.

A device which holds a greater degree of attention and forces quick and accurate thinking and responses is for a child to name and locate something on the map. The next child locates whatever the first child gave and something else, and so on. The teacher may be the judge as to how long this should continue.

The children like this game. One child gives the name of something, as Pacific. Let one child spell it, another one tells what it is, and a third one locates it.

Blackboard relays, cross questions, or a geography match aid in developing mental activity and rapidity of thought, while to the eager, enthusiastic children, it is not humdrum work but delightful recreation.

It adds interest and forms a new way of impressing the facts of geography to have the pupils trace in the air with the finger the general outlines of islands, mountains, etc.

I think many of you might be pleased with the results of a geography spelling lesson once in a while. Ask the children questions they can answer in one or two words, as, which is the largest island in the Hawaiian group? The children would write, "Hawaii."

Also, by use of the sand table, experiments, and plastic materials, geography may be made a live subject. The children are learning by doing.

To sum up, then, excursions, charts, products, maps, pictures, diagrams, experiments, and games should be freely used to give clearness and reality to geography. Any innovation, if judiciously used, will give the interest and variety necessary in our elementary geography. But we must remember that "Enthusiasm is caught not taught."

SCHOOL GARDENS ON KAUAI

A summary of the garden work on the Island of Kauai for the first term of the school year follows. Sixteen schools are included in this report. The facts reported were along the same lines as those reported by the vocational instructor for Oahu, published in the October, 1917, "Review."

The weight and value of crops was not reported in many cases, and so this part of the report cannot be made.

In the sixteen schools there were 7.79 acres devoted

to home gardens and 3.9 acres to school gardens. Of the pupils engaged in garden work compared with those enrolled in the schools, the following table will show the division:

American	46.1%
Hawaiians and Part-Hawaiians.....	45.4%
Chinese	44.0%
Japanese	37.3%
Portuguese	35.5%

In comparing the percentage of pupils actually engaged in garden work, the percentage of each nationality is as follows:

Hawaiians	103 or	7.39%
Part-Hawaiians	112 "	8.03%
American	6 "	.43%
German	10 "	.72%
Portuguese	194 "	13.91%
Spanish	25 "	1.79%
Japanese	783 "	56.12%
Chinese	97 "	6.95%
Porto Rican	24 "	1.72%
Filipino	22 "	1.58%
Other Foreigners	19 "	1.36%

The report shows that Kauai has approximately twelve acres of land in home and school gardens or about one-half the acreage on the Island of Oahu for the last term of 1916-1917. Oahu has had considerable increase in acreage this year.

OUTLINE FOR PAUL REVERE'S RIDE

Mrs. Anne F. Girard, Kauluwela School

Preparatory History—Hawaii's Young People, February, 1914, Perry & Price, Book II.

Ruler of England—George III.

Thirteen colonies owned by British.

Located along coast between Canada and Florida.

Governor of Massachusetts—General Gage.

Unjust laws of King displease colonists.

British troops quartered in Boston.

Powder stored at Concord by colonists.

British want powder.

Sentinels watch British from Charleston.

Date of event—April 18, 1775.

Locate place on map.

PAUL REVERE'S RIDE

Poem by Longfellow
I.

a—Paul Revere—sentinel in Charleston.

b—Arranges signals with Boston friend.

c—Significance of signals.

d—Rows back to Charleston's shore.

e—Waits there for signal.

f—Ready to ride and warn colonists.

II.

a—Friend in Boston watches soldiers.

b—Grenadiers march to boats.

c—Friend climbs tower of Old North Church.

d—Paul Revere watches for signal.

III.

- a—Two lights shine from tower.
- b—Paul Revere starts on midnight ride.
- c—Warns colonists of approach of British.
- d—Rides through Medford at twelve.
- e—Lexington at one.
- f—Reaches Concord at two.

IV.

- a—Paul Revere rides throughout the night.
 - b—Warns all farmers and villagers.
 - c—Cries defiance—not fear.
 - d—His message rings through ages.
- Supplementary Reading for Result of Paul Revere's Ride: Makers and Defenders of America—Foote & Skinner; Story of the Thirteen Colonies—Guerber.
- Author of poem—Henry Wadsworth Longfellow.
- Birth—Portland, Maine, Feb. 27, 1807.
- Boyhood—Spent in Maine.
- Character—Kind-hearted, noble, lively.
- Father—Lawyer.
- Home—Happy—good library—music.
- First poem—Published at age of thirteen.
- Entered Bowdoin College at age of fourteen.
- Professor of Modern Languages at Harvard.
- Poems—Evangeline, Hiawatha, The Courtship of Miles Standish, The Village Blacksmith, The Children's Hour, etc.
- Poems on Slavery—The Slave's Dream, The Quadroon Girl, The Witnesses.
- Death—1882
- References—Hawaii's Young People, February, 1906.

PATRIOTIC EXERCISES

For the Use of the Honomu School, Hawaii

The teacher is to ask the questions, and the pupils are required to answer them word for word. It is suggested that one exercise be taken a day.

Exercise I.

1. What does this flag represent?
The United States of America.
2. What is our flag?
It is the emblem of liberty and independence.
3. By what name is the flag known?
Star Spangled Banner, Stars and Stripes, Old Glory, and Red, White and Blue.

Exercise II.

4. How many stripes are there in our flag?
Thirteen; alternate red and white.
5. What do the thirteen stripes represent?
The thirteen colonies.

Exercise III.

6. How many stars are there?
There are now 48 on a blue field.
7. What do these stars represent?
The 48 states of the Union.
8. Recite the quotation about the star.
"A star for every state, and a state for every star."
9. What happens to the flag when a new state is admitted into the United States?

A new star is added.

10. What do the stars symbolize?
The perpetuity of the Union. "In union there is strength." "United we stand; divided we fall."

Exercise IV.

11. What does the red signify?
Divine love; valor; war. The color calls to mind the blood shed for our country.
12. What does the white express?
Truth, hope, purity and peace.
13. What does the blue denote?
Loyalty, sincerity and justice.

Exercise V.

14. When the flag is at half-mast, what does it mean?
It is a mark of mourning for one of our distinguished citizens.
15. When the flag is raised with the union down, what does it mean?
It means a signal of distress.
16. What does our flag mean for its citizens?
It means FREE SPEECH, FREE SCHOOLS and FREE THOUGHT.

Exercise VI.

17. Why do we salute the flag?
Because we wish to honor it.
18. Why do we honor the flag?
Because it stands for liberty, justice and equal opportunities for all those under its folds.

Exercise VII.

19. How may we show our devotion to the flag?
By becoming educated, honest, industrious, law-abiding citizens of our country.

Exercise VIII.

20. What are our duties as citizens?
The greatest loyalty lies in attempting to make our country the best, thus placing our flag the highest.

—(John V. Marciel, Principal of Honomu School.)

STAMPS, STAMPS, STAMPS, THE BOYS ARE SELLING

(Sung to the tune of "Tramp, Tramp, Tramp, the Boys Are Marching")

1.

In our pleasant homes we sit,
Thinking, soldiers dear, of you
In the damp and chilly trenches far away,
And we sew and mend and knit
And do all that we can do
For to ease your pain and sorrow day by day.

CHORUS:

Stamps, stamps, stamps, the boys are selling,
Cheer up patriots when they come,
Put your funds behind the flag and help Freedom come again
To the Freeland and our own beloved homes.

Hawaii Educational Review

Published by the Department of Public Instruction.
Office of publication, Honolulu Star-Bulletin.

Henry Walsworth Kinney, Superintendent of Public
Instruction, Editor.

2.

In our hometown here we stand,
Where our money must be raised -
By the millions and the billions and then more,
But before we reach the goal and our efforts can be
praised,
We must sacrifices make o'er and o'er.

3.

So in office or in homes,
We are waiting for the day
When the carrier comes to open wide our doors,
And our anxious eyes grow bright and our poor
hearts almost gay,
As we think of giving dollars more and more.

SCHOOL GARDEN NOTES

F. A. Clowes, Vocational Instructor

The sweet potato leaf miner has been a common pest of sweet potatoes on this island for many years. Recently the vines of sweet potatoes in several school gardens have been completely defoliated as a result of the ravages of this insect. The insect is easily visible to the naked eye. It is fully described in Bulletin 22, U. S. Experiment Station, "Insects Attacking Sweet Potato in Hawaii." Schools that have no copy of this bulletin in the library should write for one to J. M. Westgate, Agronomist in Charge, U. S. Experiment Station, Honolulu. Schools growing sweet potatoes could make this pest the subject of a practical lesson. Letters to the Star-Bulletin could be based on such a lesson.

"The Banana as an Emergency Food Crop," Extension Bulletin No. 6, U. S. Experiment Station, Honolulu, contains information of value to school and home gardeners, and to teachers of hygiene, Grades IV to VI. Each school should have a copy in the library.

"Efficient Business Management of Gardens" involves the keeping of sufficient records to show whether a satisfactory return is being secured from the labor expended, as well as from cash and other expenditures. The judges of the Star-Bulletin contest gave full marks under points 7, 8 and 9 of the Score Card, to Fifth Grade Home Gardeners of one school, who had complete time books, cash accounts, planting plan and records, and a weather record showing the proportion of sunny and cloudy weather. These were permanent records, and had no connection with the Star-Bulletin blank which can easily be filled out from the permanent records. The work of the boys reflects great credit on the practical nature of the instruction they had received from paragraph 34, page 29, of the arithmetic textbook. Most of the records involve the application of

even less advanced principles than the keeping of a cash account. To teach pupils "to do" is more creditable than to teach them "how to do."

The judges of Star-Bulletin contest are now engaged in their difficult task of scoring the school and home gardens. If there were no room for difference of opinion as to where the prizes should be placed, there would be no need of judges. Losers have the best of opportunities to be "good sports." The advice which these judges can give on gardening matters should be of incalculable value to the educational work of the schools. To secure as much of this as possible should be the aim of each school. The prizes are of insignificant interest.

Vacation Garden Plans. All school garden planting from now till the end of the term should be done with the summer vacation in mind. Vacation crops should be planted early enough that before the end of June they will shade the ground so thoroughly as to control weeds.

One school handled the vacation problem last year by dividing the whole school garden into individual plots, for which prizes were offered by interested neighbors. The judging of the plots and the awarding of the prizes was made a very interesting occasion early in the fall term. The first prize went to a plot largely devoted to sweet potatoes. Tomatoes and jack beans also helped to secure prizes for others.

OUTLINE OF HISTORY OF RED CROSS

An outline has been prepared on the organization of the Red Cross Society, which will be of interest to leaders of the Red Cross auxiliaries. It is published in the Review as an aid to those who would like to teach the children the history of the Red Cross, but is not in any way required.

HOW THE RED CROSS BEGAN

Scene I

I. FLORENCE NIGHTINGALE—

1. Founder of nursing as a profession.

II. BIRTH OF FLORENCE NIGHTINGALE—

1. England.
2. One Hundred years ago.
3. Wealthy parentage.

III. CHILDHOOD—

1. Protection of helpless and injured things.
2. Injured flowers and animals.

IV. VISIT TO LONDON HOSPITAL—

1. Conditions of hospital.
 - (a) Dirty.
 - (b) Unsanitary.
2. Decision.
 - (a) Nurse.
 - (b) Reason.
 1. Making clean and wholesome places for sick.
 2. Giving up society life.

3. Protests of parents and friends.
4. Traveling thru Europe.
 - (a) Visiting and studying hospital.

V. RETURN TO ENGLAND—

1. Reason.
 - (a) Founding of hospital.
2. Time.
 - (a) Crimean War.
3. Mismanagement of military hospitals.
 - (a) Lack of supplies.
 1. Towels, soap, etc.
 - (b) Dirty condition of wounded men.
 - (c) Packing of sick in hordes.
 - (d) Bare floor.
 - (e) One kind of food.
4. Call of Florence Nightingale by government helpers.
5. Work done by women.
 - (a) Care of men.
 1. Bathing, fresh clothing, good food, letters written home.
 2. Result.
 - (a) Recovering of sick.
 - (b) Gratitude of Crimean soldiers.
 - (c) Gift of large sum of money.
 - (d) Founding of first hospital training school in London.
1. Name given—

FLORENCE NIGHTINGALE

SCENE II

VI. RESULTS OF SERVICE—

1. Awakening of public sympathy.
2. Publishing of book of horrors of battlefield.
 - (a) Author—Dunant (Swiss).
3. Dunant's idea.
 - (a) International organization to prepare for war in time of peace.
 - (b) Co-operation of all nations.
4. Council at Geneva, Switzerland.
 - (a) Fourteen nations present.
 - (b) Result of meeting.
 1. Adoption of international treaty.
 - Organization of RED CROSS (1864).
 - (c) Terms of convention.
 1. Pledge of each nation to guarantee:
 - (a) Care for sick and wounded of all countries.
 - (b) Safety of doctors, nurses, ambulances and to protect Red Cross sign.
 2. Countries thus allied.
 - (a) Siberia, China, Egypt, Algiers.
 - Adoption of Swiss Banner.
 - Watchwords of Red Cross.
 - "Humanity."
 - "Neutrality."

VII. WORKERS FOR THE SOLDIERS—

1. Place—America.
2. Time—Civil War (1860).
3. Work of "Sanitary Commission."
 - (a) Care of sick and wounded.
4. Dorothea Dix.
 - (a) Work before war.
 1. Reform of prisons.
 - (b) Work during war (four years).
 1. Superintendent of nurses.
 2. Enormous tasks.
 - (a) Selection of nurses.
 - (b) Guiding work of nurses.
 - (c) Distribution of supplies.
 - (d) Care of soldiers.
 - (c) Severity with careless and lazy workers.
 1. Dislike by doctors and nurses.
 - (d) Flags given by country in Memorial of Harvard.
5. Mother Bickerdyke.
 - (a) Visit to hospital ward.
 - (b) Neglect of wounded soldiers.
 1. No breakfast.
 2. Order for surgeon's discharge.
 - (a) Complaint.
 - (b) Remark by General Sherman.

SCENE III

6. Clara Barton.
 - (a) Sight at station in Washington.
 1. Train load of wounded soldiers.
 - (a) Condition.
 1. Pain, hunger, cold, filth.
 2. Lack of doctors and nurses.
 - (b) Care of soldiers.
 1. Care of wounds.
 - (a) Washing and binding.
 2. Food.
 - (a) Clean and wholesome.
 3. Letters written home.
 - (c) Pass from government "to go to the lines."
 1. Nursing Northerners and Southerners.
 - (a) Dirt and diseases.
 - (d) Abroad for a rest (Europe).
 1. Story of the Red Cross.
 - (e) War of 1870.
 1. France and Germany.
 2. Work of Red Cross.
 - (a) Care of wounded soldiers.
 1. Doctors of opposing armies on the battlefield.
 2. Squad of doctors and nurses.
 - (a) White uniform.
 - (b) Red Cross on sleeve.
 - (c) Care of wounded.
 - (d) Work done in short time.

3. Result.
 - (a) Idea of introducing same Red Cross in America.
 - (b) Idea of Civil War workers—"Humanity."
"Neutrality."
- (f) Efforts to establish Red Cross in America.
 1. Time—Five years.
 2. Signing of treaty of Geneva by United States (1882).
- (g) Achievement of life.
 1. Establishment of Red Cross.
 2. Clara Barton, first president of society.

VIII. FIRST RED CROSS WORK IN AMERICA—

1. News of Michigan forest fire.
 - (a) Hundreds of homeless refugees.
2. Setting up work rooms.
 - (a) Request for clothes, food, money, etc.
 1. Huge boxes of supplies with Red Cross seals.
 2. Amount spent—\$80,000.
 - (b) Distribution of supplies to sufferers.
 - (c) Result of this work.
 1. Development of American Red Cross as relief organization to relieve suffering.

References—"Story of the Red Cross," Page 4-9.

RED CROSS BENEFIT BY HILO HIGH SCHOOL

The Freshman class of Hilo High School, acting in the spirit of their motto, "Not merely for ourselves," gave a Red Cross benefit on the evening of March 16th, which netted \$224.45.

Richard Harding Davis' clever farce, "Miss Civilization," was presented as the opening feature, the leading parts being taken by Charlotte Hapai, Dyfrig Forbes, Kensuke Kawachi and Koa Cook. Following the farce, patriotic tableaux were given, accompanied by appropriate popular music from the Freshman Glee Club with Mrs. Janet Lewis at the piano. Each tableau was the signal for a storm of applause. All the parts were excellently taken from "Young America" with its kiddies in soldier and sailor suits, to the appealing loveliness of Miss Beatrice Ignacio as "The American Red Cross." Patriotic enthusiasm reached its height when in response to the song "Joan of Arc, They are Calling You," Joan of Arc (Miss Dorothy Capellas) appeared clad from head to foot in steel gray armor, holding in one hand a drawn sword and in the other the flag of France.

This was fittingly followed by "Columbia," finely presented by Miss Charlotte Hapai, who stood draped in the folds of the Star Spangled Banner as the strains of the national anthem brought the program to a close.

Dancing followed the program. The Masonic Hall was beautifully decorated for the occasion with quantities of bamboo and ferns and the walls were hung with flags of the Allied nations.

Much credit is due George Vicars, chairman of the dramatic committee of the class, whose efficient management made the affair a success. The young actors were coached by Mrs. Lucy Hazard, teacher of English in Hilo High School and adviser for the Freshman class.

PRIMARY READING

Miss Lavina Anderson, Paauilo School

Reading is the medium thru which we get all knowledge from books, and of course this means the usual plan of education, it is necessarily the most important of all studies.

Are you teaching your pupils to read? Of course. That is our business. Idiotic question. Are you teaching grades. It is in the first place the most difficult of all them to be readers? Count ten before your answer.

Reading is really learned in the first three or four studies to teach. It is not merely calling the words, of course, but getting the thought from the printed page, which is reading, and expressing it to the listener, which is oral reading.

It seems well to have in primary schools two kinds of work in connection with the story and reading—the oral work in story-telling, reproduction, expression, etc., and the drill exercises in learning to read. The former will keep a wide-awake interest in the best tho't materials suitable for children, the latter will gradually acquaint them with the necessary forms of written and printed language.

The old notion that children must first learn to read and then find, thru the mastery of this art, the entrance to literature is exactly reversed.

First awaken a desire for things worth reading, and then incorporate these and similar stories into the regular reading exercises as far as possible.

In teaching reading then, first present the scene or part of the story in a clear, simple and interesting manner. Give special attention to the main points of the scene. Emphasize all the new words of the scene and explain them. Show pictures or drawings to illustrate the scene. Question the pupils regarding the scene. Have pupils read silently, then aloud, and if time permits, have the pupils tell what they have read, in their own words.

There are many methods in teaching reading. The "Object-Word Methods," the "Action-Word Methods," the "(Pure) Word Methods," the "Tho't or Sentence Methods," and the "Phonic Methods."

In teaching anything the nature of the problem or problems involved should determine the method to be used. In teaching reading the practical objects are to enable the pupil to translate silently the words, signs and sentences of the written or printed page into definite ideas, tho'ts, feelings, and actions, and to enable him to convey these ideas, tho'ts and feelings to others with such force as to cause them to act.

We should remember also that the beginner should never be permitted to read anything involving ideas,

experience, and that no explanation can be satisfactory to the child unless it is made in terms of his experience. If the ideas, tho'ts, feelings and actions involved in the reading, to be done have not already been gained by his contact with the world, and if he is not already familiar with the spoken words with which these ideas, tho'ts, feelings, and actions are expressed, then it should be the first care of the teacher to see that the pupil is made familiar with the ideas, tho'ts, feelings, and actions involved and with the audible words expressing the same.

In the "Object-word Method" the idea is to be gained directly from the object, and the idea and the word, first in an audible form and then in a visible form, are to be associated together by the child. The principle is correct; but when we get beyond the realm of objects, the method fails; and even within the realm of objects it is frequently quite impossible to bring the objects involved before the class, or to take the class to the objects.

In the "Picture-word Method" the idea is to be gained from the picture, while in the "Action-word Method" the ideas, tho'ts, feelings, etc., are to be gained from the action or dramatization. The "Picture-word Method" is capable of a much larger range for application than the "Object-word Method." For, in many cases in which it would be impossible to bring the object and the class together, the appropriate picture may be secured. But when we get into the realm of action, even the "Picture-word Method" fails largely unless we can take advantage of the moving pictures, or supplement our pictures with appropriate actions and dramatizations.

Each of these methods has its advantage, especially in teaching foreign pupils or in developing an oral vocabulary. But in teaching a child to read a vocabulary already familiar to his ears, and representing ideas, tho'ts, feelings, and actions within the sphere of his experience, the object, the picture and the action may be discarded. When this is done we have simply the "(Pure) Word Method." In the "Word-Method," in the "Object-word Method," and in the "Action-word Method," the teacher gives the child the word as a whole. Up to a certain limit children readily acquire words in this way and they may be taught words as wholes for the first few weeks; but as the number of words increases there is danger of confusion. When the child forgets a word it must be given to him again. He has no power to recall it except by association. Nor has he as yet any ability to help himself with new words. He is entirely dependent upon others. To overcome this now the phonic analysis is introduced.

In the "Tho't" or "Sentence Method" the teacher either gives the child a complete sentence (usually taken from the reader), or she leads the pupil to express a complete tho't in words of his own. The child reads or rather repeats from memory the sentence as a whole. He is next taught to analyze each word into its phonic elements. As in the "Word-Methods," the burden soon becomes too heavy for the memory, and phonic analysis must be introduced.

Phonics play a very important part in reading. A large proportion of the letters in our written language

represent sounds. A knowledge of what sounds various letters stand for helps a child to find out for himself words new to his eye, but already in his spoken vocabulary. The diacritical marks used in the dictionary help him to pronounce words new to both eye and ear. A pupil has no need for diacritical marks so long as he is meeting in print and script only words familiar to his ear.

The work in phonics should aim at giving the child a real mastery over the printed page. He should be independent of the teacher as soon as possible and should grow steadily in ability to gain new words for himself.

The teaching of these sound values to the children should be done with the least possible amount of "red tape." The children are to look upon these symbols as tools with which they are to do things. The sooner they are masters of their tools the sooner they can "find out what the book says" for themselves.

The children's reading books have no markings, no aids save those of the picture and the tho't. He will be independent of the teacher's help sooner if he does not wait for her to mark the letters, or show the "helpers."

Every child ought to be given opportunity to rely upon his own judgment and good sense, and this method of supplying a child with the simplest possible set of "tools" and then letting him alone to work out his own salvation with them, gives frequent exercise to the judgment and common sense of the child in question.

Only continued practice will make a child really independent in the matter of reading. Keep the "Word" and "Phonic Drills" separate from the reading and I wish to emphasize that the use of phonics is "the only way out," if the eye fails to recognize the words that stand in the way. So if a child is taught the "phonic combinations," etc., and has a good foundation from the beginning of his school life, there will be no difficulty in teaching reading, for as soon as a child discovers "that learning to read is learning to get stories out of books" he has struck the chord that should vibrate thru all his future life.

DEMOCRACY AS REVEALED IN THE WORDS OF LINCOLN

Liberty is your birthright.

Revolutionize through the ballot box.

My rightful masters, the American people.

Trust to the good sense of the American people.

Let the people know the truth, and the country is safe.

This country, with all its institutions, belongs to the people who inhabit it.

No man is good enough to govern another man without that other's consent.

This government is expressly charged with the duty of providing for the general welfare.

Those who deny freedom to others deserve it not themselves; and, under a just God, cannot long retain it.

Let us have faith that right makes right; and in that faith let us to the end dare to do our duty as we understand it.

Why should there not be a patient confidence in the

ultimate justice of the people? Is there a better or equal hope in the world?

Our government rests in public opinion. Whoever can change public opinion can change the government practically just so much.

BOYS' WORKING RESERVE AND THE WAR

To give to the young men between the ages of sixteen and twenty-one the privilege of spending their spare time in productive enterprise without interrupting their studies at school, while their older brothers are battling in the trenches and on the seas, must greatly increase the means of providing for the forces at the front and the maintenance of those whose services are needed here. . . . I call upon the able-bodied boys of the land to turn in hosts to the farms and make certain that no pains and no labor is lacking in this great matter.

—President Wilson.

Thousands of enlisted and selected men have gone to the training camps. It may be that thousands more will go next year. These men are being called from factories and work-shops and farms. Every factory and every farm must continue production if we are to render full service to our faithful allies during the war. How can we fill the places of the young men who have gone away to fight? We must rely upon the boys who are old enough and husky enough to work, but who are still too young for military service. . . . So here is a trumpet call for all city boys and town boys between the ages of sixteen and twenty-one. Prove your patriotism and help your country by jumping in and doing the work of a soldier who has gone to the front. If your big brother can dig trenches surely you can plow corn.

—George Ade.

DISLOYALTY IN OUR SCHOOLS

There can be no doubt of the truth of the charge that disloyalty is being taught in American schools. The fine hand of the German propaganda is discernible there as elsewhere. Germanized teachers are everywhere spreading the doctrines of Potsdam.

German methods of education have been a fetish with a large proportion of our instructors of the young. We have had German exchange professorships, the Kaiser has established a great Germanic Museum at Cambridge, thousands of our college graduates have taken post-graduate courses in Germany, absorbed German ideals and returned to America to help, consciously or unconsciously, in the insidious German propaganda with which the whole world has been poisoned. Naturally, our text-books have not escaped the infection.

We must now purge our college faculties and public school staffs of every German propagandist. Disloyalty to the United States Government, opposition of its wholehearted participation in the war, hypocritical advocacy of a premature peace, the teaching of seditious doctrines, cannot be tolerated. We must get rid of these traitors along with the rest. They are doing a particu-

larly threatening work because they are instilling their corruption into the minds of the next generation.

We are at war with the most unscrupulous political system in history. It is no time for mild methods in combatting it. Turn the Kaiser's educational lieutenants out!

TRUE PATRIOTISM.

The teacher of the Kalawao School has written the Department that it is difficult for the pupils at his school to participate in the various war activities. It is a matter of record that the unfortunate members of the settlement at Kalaupapa have already shown a fine spirit of loyalty and patriotism in their attitude toward their country and the war. The following extract from the letter of Mr. A. J. Kauhahao shows the proper spirit:

"On account of the afflicted condition of the unfortunates, (I think) that the Department will not class us with the 'back-sliders.' I would like to add that lepers in our settlement who are able to earn some yet, have invested about \$5,000 in War Savings Stamps. Any one can imagine that these sufferers in their last resort have not made the sacrifice for the sake of thrift—for there is hardly any hope of happiness for them on this side of the grave—but for true patriotism."

SAFETY FIRST !

Mr. Edward M. Ehrhorn, acting for the Honolulu Automobile Club, has furnished a supply of attractive posters to be placed in the class rooms of all the public and private schools.

The Automobile Club believes that by calling the attention of children to these posters and constantly reminding them of the danger of playing in the streets and in crossing thoroughfares, many accidents will be prevented.

There have been many complaints of the school children in the city streets, running in front of machines and walking in the road where automobile traffic is heavy. Help your children to play safe.

STAMPS, STAMPS, STAMPS!

The song printed on page 7 has been used with excellent results in the schools of West Hawaii. Many of the schools use it as a marching song when marching into the school building. The children enjoy it greatly and sing it with enthusiasm. The results of the schools in selling thrift stamps in this district would indicate that it is an effective help. It is printed in the hope that other schools may find it useful.

CIVIC GRATITUDE

Today the nation looks back and thanks God that, in a great crisis, the children whom it had nurtured in peace and prosperity suddenly showed the stuff of heroes; they were not afraid to dare and to die when the bugle rang

clear across the quiet field. Whenever and however duty called they answered with their lives. Let the nation thank God that it still breeds the men who make life great by service and sacrifice; that time and work and pleasure and wealth have not sapped the sources of its inward strength; that it still knows how to dare all and do all in that hour when manhood alone counts and achieves.

—The Outlook.

THE CHALLENGE

Across the sea a challenge came
With roar of guns and flash of flame!
'Twixt Might and Right the line was drawn
And freedom's last great fight was on!
America that challenge heard;
Her answer all the world has stirred!
See! Streaming on the winds of France
Her flag and allied flags advance!
Nor will those allied flags be furled
Till freedom triumphs through the world.
—H. T. Suddrith.

MIGHT AND RIGHT

If Might made Right, life were a wild beasts' cage;
If Right made Might, this were the golden age;
But now, until we win the long campaign,
Right must gain Might to conquer and to reign.
—Henry Van Dyke.

A SCRAP OF PAPER

A mocking question! Britain's answer came
Swift as the light and searching as the flame.

"Yes, for a scrap of paper we will fight
Till our last breath, and God defend the right!

"A scrap of paper where a name is set
Is strong as duty's pledge and honor's debt.

"A scrap of paper holds for man and wife
The sacrament of love, and bond of life.

"A scrap of paper may be Holy Writ
With God's eternal word to hallow it.

"A scrap of paper binds us both to stand
Defenders of a neutral neighbor land.

"By God, by faith, by honor, yes! We fight
To keep our name upon that paper white."

— Henry Van Dyke.

The future of the Republic depends upon the character of its citizenship. We are not building permanently unless the youth of the land are fully acquainted with the meaning of American citizenship. We must give patriotism a vitality which will find expression in service.

We cannot make democracy safe for the world by writing treaties. The spirit of democracy must be in the minds of the people, and this means that they must understand the basic principles of democratic government.

—Thomas R. Marshall, Vice President of the United States.

In thousands of American schools WEBSTER'S NEW INTERNATIONAL DICTIONARY is the court ogy and definition. Is not such standardization worth while for your school? If you are not equipped with this Supreme Authority why not suggest to your school board that you need it? Pupils should have every opportunity to do effective work and win promotion.—*Adv't.*

ASSIST THE HEALTH DEPARTMENT

The following letter has been received from Dr. J. S. B. Pratt, President of the Territorial Board of Health. The letter is self-explanatory. The Department urges that all principals, teachers and school officials cooperate in every way possible:

March 16, 1918.

H. W. Kinney, Esq.,
Superintendent of Public Instruction,
Honolulu, T. H.

Dear Mr. Kinney:

The registration of births in the Territory are not as complete as they should be and we are going to endeavor to increase the number reported.

It has occurred to us that the school teachers in the various districts could be of great assistance to us if at least once a week they would ask the pupils in their class if during the week they had had any baby born in their family. Any children who report a birth in their family the teacher should instruct them to tell their father to report at once the birth to the Government Physician in their district.

If the principals of the schools on the monthly report sheet which they send to the Board of Health each month would note the number of births reported to the teachers in their schools we would have an additional check and would be able to take up with the Government Physician any which the fathers failed to report.

Assuring you that your cooperation will be greatly appreciated by the Board of Health,

Very sincerely yours,

J. S. B. PRATT, M.D.,
President, Territorial Board of Health.

INFLUENCE OF LINCOLN

One of the Sixth Grade pupils at Kauluwela School, in answering the question "How Can the Study of Lincoln Help You in Your Life?" wrote as follows:

"The study of Lincoln's life helps us a great deal. It shows us what it is to be a true American. His life tells us that he had grown from a humble home and had become a great man. When he became President,

the Civil War was fought to free negroes from slavery. Today we are fighting not to free a few people from slavery, but all the people of the whole-world from something worse than slavery, which is autocracy. This study teaches us to be honest, true and brave."

The answer would be a credit to a much more mature mind, and it shows that the schools are teaching pupils patriotism and ideals at a time when their minds are teachable.

SEVENTH GRADE GEOGRAPHY

The attention of all Seventh Grade teachers is called to the requirements in the Course of Study for geography, Grade VII. The third term's work reads:

"Review and extend comparisons, etc."

This does not mean that the term will be spent in review but that the work will be reviewed and the comparisons extended to other countries, and according to the items enumerated in the paragraph below. In the preparation of examination questions, the examiner will base his questions on the work of the entire year, as the work is so interrelated that questions cannot be asked only in the work of the second and third terms, without including the first term's work also.

This explanation should make it possible to review with this in mind, and the examination should cause no trouble to the pupils.

It seems advisable to emphasize the fact that examinations in the VIII Grade and Grades I-IV are on the whole year's work, while examinations in the V, VI and VII Grades are on the work of the second and third terms of the school year, with the exception noted in regard to geography in Grade VII. This is really no exception, but the wording in the Course of Study of this term's work makes it advisable to call attention to the matter.

FURROW AND TRENCH

We must realize that in this war the furrow in the garden or the field is also a trench in which children and youth who cannot go into the first trenches, or even

the second, third or fourth, can also fight for liberty. The trench tools and weapons are the spade and the hoe, the rake, the plow and the harrow. Will not every school boy and girl enlist in this trench warfare to give support to those in the first trenches?

But others are called upon to give severer labor a little nearer the front; many, perhaps, remote from their homes. I have seen the farmers or their wives sowing the grain in the bloody furrows in the north of France, within sound of the guns, not far back of the first trenches. Those who plow and sow here are as these. And while we should be as eager as the French to keep our children in the schools—in the great Army of Future Defense—we are ready to help them serve in the furrows while they go on with their education for the greater responsibilities which are to come to them when this war is over.

J. H. FINLEY.

"Training Children

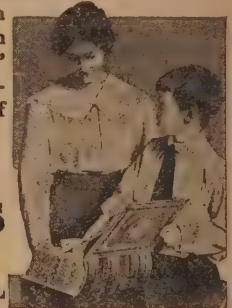
to a competent and ready use of the *dictionary* and fixing the habit of consulting it, is one of the main

duties that the school can perform for a student:"

says Dr. Suzzallo, President of University of Washington, Seattle.

When questions arise do you suggest that

**WEBSTER'S
NEW
INTERNATIONAL**



Dictionary is a universal question answerer?

400,000 Vocabulary Terms. 2,700 Pages. 6,000 Illustrations.
Colored Plates. 30,000 Geographical Subjects.
12,000 Biographical Entries.

The only dictionary with the new divided page, characterized "A Stroke of Genius." Type matter is equivalent to that of a 15-volume encyclopedia.

REGULAR and INDIA-PAPER Editions.

WRITE for Specimen Pages, Illustrations, etc. Free to teachers, a new booklet entitled the "Dog-Day Club."

**G. & C. MERRIAM CO.
Springfield, Mass., U. S. A.**

To the Teachers of the Territory of Hawaii:

We have addressed to every teacher in the Territory one of our 1918 catalogs. The information in this book is intended for the teachers and pupils in School Gardenwork.

If this book is of no interest to you, pass it to someone else who may be benefited by it. We call your attention to pages 4 to 10, 18 to 22, 27, 37, 39, 46, 48 (prize offer), 62, 64, 73 and 79. If you need more catalogs do not hesitate to ask for them.

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A LIBERTY BOND is an INVESTMENT, not by any means a donation. It is the highest class of investment in the world today, for rich and poor alike, because it is safe.

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Denominations are \$50, \$100, \$500 and \$1000.

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The interest is paid 2 times each year, beginning with May 9, 1918.

It is a COUPON BEARER BOND, which means that it has attached a coupon for interest due at each interest-paying date. These coupons are payable to bearer, and are as good as gold at any bank or trust company in the United States.



Fill out an application without delay---

You can get one from any bank, trust company or the Liberty Loan Committee. Your application must be in the hands of the committee before May 4, and be accompanied by a first payment of 5%.

LIBERTY LOAN COMMITTEE

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By George Willis Botsford and Jay Barrett Botsford

In a remarkable way these authors have succeeded in bringing the story of the world from the first purpling of the dawn of civilization to the wonders in science and the industries today within 500 pages. They are brief without being lifeless. They have winnowed wheat from chaff, without soliciting your praises therefor. They have woven fact into fabric that is attractive in itself. They have availed themselves of every latest feature of the bookmaker's art and the pedagogue's skill, in order to make everything clear.

—Journal of Education, Dec. 6, 1917.

The MacMillan Company

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San Francisco, Cal.

—The work of the school year will be much lessened if you use a Loose-leaf system. There's a loose-leaf arrangement for nearly all affairs of school life—both for teacher and scholar. Let us show you record and filing systems.

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Vol. V. No. 15.

MAY, 1918.

Price, 10c

"THE SCHOOLS MUST MAKE DEMOCRACY SAFE FOR THE WORLD"

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON

December 8, 1917.

Mr. Frank Bruce,

"The American School Board Journal,"

354-364 Milwaukee Street, Milwaukee, Wisconsin.

My Dear Mr. Bruce:

I cannot say too strongly that no one should take advantage of the present opportunity to weaken the schools in any way. As Commissioner of Education, I have repeatedly pointed out that while school officers and school teachers are intensely patriotic, they must not have their work interfered with by those whose vision is not broad enough to see that the best patriotism consists in the best education for all the children, now as never before. The schools should, and I know will, enter into any plans for economical use of educational facilities; but if we are to learn from the example of the other nations at war, we will see to it that there is no interruption whatsoever in the provision for education.

I am asking that several pamphlets that the Bureau has issued during the war be sent you, with passages marked to indicate the stand that has been taken by the Bureau. This stand is also that of the Department of the Interior, and of the administration.

Sincerely yours

P. P. CLAXTON,
Commissioner.

"DON'T GRIND YOUR SEED CORN"

HAWAII'S SCHOOLS AND THE GREAT WAR

Early in March, 1918, a request came from the National Education Association, Washington, asking for a report of the work done in the schools of the Territory to aid the Nation in war time. The same request was made of all the States and Territories of the Union.

A number of lines of activity were suggested and a questionnaire was prepared, which would allow the Department to tabulate the results and which would make as little extra work for the principals as was possible.

With the exception of about a dozen schools, the questionnaires were returned. A few reported no activities, but the vast majority showed that they were taking an active part in this time of national effort.

The letters received with the questionnaires indicate that the schools are doing much better now, even than they have done before, and a number of schools, which had done little up to the time of the report, have expressed themselves as determined to make a better showing. It is, of course, quite generally understood that thus far the campaign has been one of education and that these various workers are now able to accomplish much more than they could at the beginning, because they understand the needs of the Nation.

It is an inspiration to see what the totals for the public schools amount to, as a teacher of a single room or a principal of a single school is inclined to think that her part in the preparation of materials and the aiding of government projects is insignificant. But when these various items are brought together, it is found that they make a handsome contribution to the cause of humanity and liberty.

In reading this report, it must be borne in mind that these records are only to March 29th; they do not include the great third Liberty Loan or the second Red Cross drive, nor do they include the sale and purchase of Thrift Stamps or other work done during the present school term. It is also important to remember that the private schools are not included in this report. That there has been a wonderful showing on the part of the student population of the Territory is emphasized by this incomplete report.

GOVERNMENT SECURITIES:

One hundred and thirty-two public schools reported on war securities and school and home gardens. The total amount subscribed in Thrift Stamps, etc., was \$24,264.63 and of Liberty Bonds, first and second loans only, \$59,105.00, making a grand total of \$83,369.63. An estimate of known subscriptions among school officers and several schools not reporting, shows there was a total of more than \$100,000.00 in Government securities held by the teachers and pupils of the public schools on March 29, 1918.

SCHOOL AND HOME GARDENS:

The total of school and home gardens in these 132 schools was 9,692. This large number is made

up principally of home gardens, as many schools reported their school gardens as a single project carried on by the whole school.

It is not possible to give the area covered, but from statistics taken on Oahu and Kauai and from what the writer has seen on the other islands, it probably represents between 70 and 100 acres of land cultivated intensively. Where the products from a small individual school garden have been computed on the basis of an acre, it has been found that the result is exceedingly large, sometimes being as high as \$200.00 or \$300.00 to the acre. There is no doubt that the contribution to the local food supply has been of great value.

TIN FOIL:

The amount of tin foil reported from eighty-eight schools amounts to 13,878 ounces, or 867.3 pounds. When we think that nearly a half-ton of tin foil, worth at least 25 cents a pound, has been collected, we can see the value of each school doing even a small part.

SHIPPING BOXES:

Six schools made a total of 192 packing boxes for shipping Red Cross supplies to the Front.

OTHER ACTIVITIES:

It is not possible to go into detail in all the lines of activities followed by the schools, but we might mention one or two that stand out. Among other supplies, there were 528 woolen sweaters, enough to provide sweaters for two complete rifle companies and their officers, or three machine-gun companies. There were over 20,000 handkerchiefs, almost enough for a division; more than 4,000 bandages and surgical dressings, which does not include work done by pupils and teachers at the various Red Cross headquarters. There were nearly 1,000 pairs of socks and 2,000 wash rags, and nearly 7,000 magazines were collected and sent to the soldiers. A total list of the activities will be given below.

Several activities undertaken were found to be impractical. For example, over 200,000 cancelled postage stamps were collected before it was learned that they could not be used for dyes. About 1,000 trench candles had been made when it was found that it was not advisable to use shipping space for these articles. About a ton of newspapers were collected and sold, but this was found to be a waste of energy, as in many localities they could not be disposed of, and the returns were slight compared with the work of collection and disposal.

ENTERTAINMENTS:

There had been twenty-five entertainments given up to March 29th, earning \$2,965.05 for the use of the Red Cross, Belgian Relief, French war

orphans and other worthy causes. Fourteen schools gave these twenty-five entertainments, netting the magnificent sum of almost \$3,000.00. In the giving of entertainments, we find that six schools gave two each, one school gave three and one four entertainments, while six gave one each.

COMMUNITY WORK:

One hundred and twenty-five schools reported doing community work outside of the regular school hours, such as distributing posters and circulars in regard to war activities, holding meetings to explain the various war projects, teaching food conservation in the homes, selling Thrift Stamps, soliciting funds for the Red Cross, and in many other ways extending their influence beyond the schools into the adult community.

THE GREATEST VALUE:

But by far the most valuable work done by the schools has been the development of patriotic spirit among the pupils and parents throughout the whole Territory. Everywhere the spirit of patriotism has reached an unparalleled height, and the Territory is unified as never before in a friendly competition to serve our Nation. Never before has there been such understanding of the duties and privileges of citizenship, and I believe that no one force has contributed to this great public education as have the Territorial schools. It has been well worth while to find out what the schools, collectively, are doing. It will be an inspiration to us to again "take stock" as to the progress we are making in this world cause. To those who have failed to live up to the spirit of the times, there should come a greater desire to co-operate in this noble work. To those who have responded nobly from the very start, it should be an inspiration to feel that so much has been accomplished and that we are doing our whole duty in a righteous cause.

A list of the activities reported is here given:

Activity	Total	Schools Reporting
War Savings Stamps.....	\$11,833.00	89
Thrift Stamps	12,430.79	111
Liberty Bonds	59,105.00	114
Entertainments (twenty-five) .	2,965.05	14
School and Home Gardens.....	9,692	127
Shipping Boxes	192	6
Magazines	6,613	41
Tin Foil—Ounces	13,878	90
Paper—pounds	1,881	13
Wash Rags	1,834	40
Wristlets	226	20
Sweaters	528	33
Socks—Pairs	897	36
Bandages	4,351	21

Muslin Weight Bags.....	596	12
Handkerchiefs	20,144	47
Trench Candles	994	5
*Cancelled Postage Stamps....	167,281	43
Mufflers	59	12
Helmets	23	4
Pajamas	153	8
Pillows—Plus 150 lbs. filling..	506	12
Suits	6	1
Bed Shoes	272	5
Abdominal Binders	18	1
Operating Leggings	96	5
Operating Gowns	13	2
Baby Bonnets	11	1
Baby Sweaters	5	1
Baby Blankets	6	1
Soldiers' Blankets	42	2
Special Community Work by Teachers and Pupils.....		125

*Thousands not counted.

PRIMARY ARITHMETIC

Miss Pansy M. Knoll, Paaulo School

There is probably more difference of opinion about the teaching of arithmetic than about any other subject. Some one has called arithmetic the "Eternal Question" and that is almost true.

Some educators think that no arithmetic should be taught in the first grade. Others think that the work in arithmetic should begin as soon as the child enters school, and this question will probably never be settled.

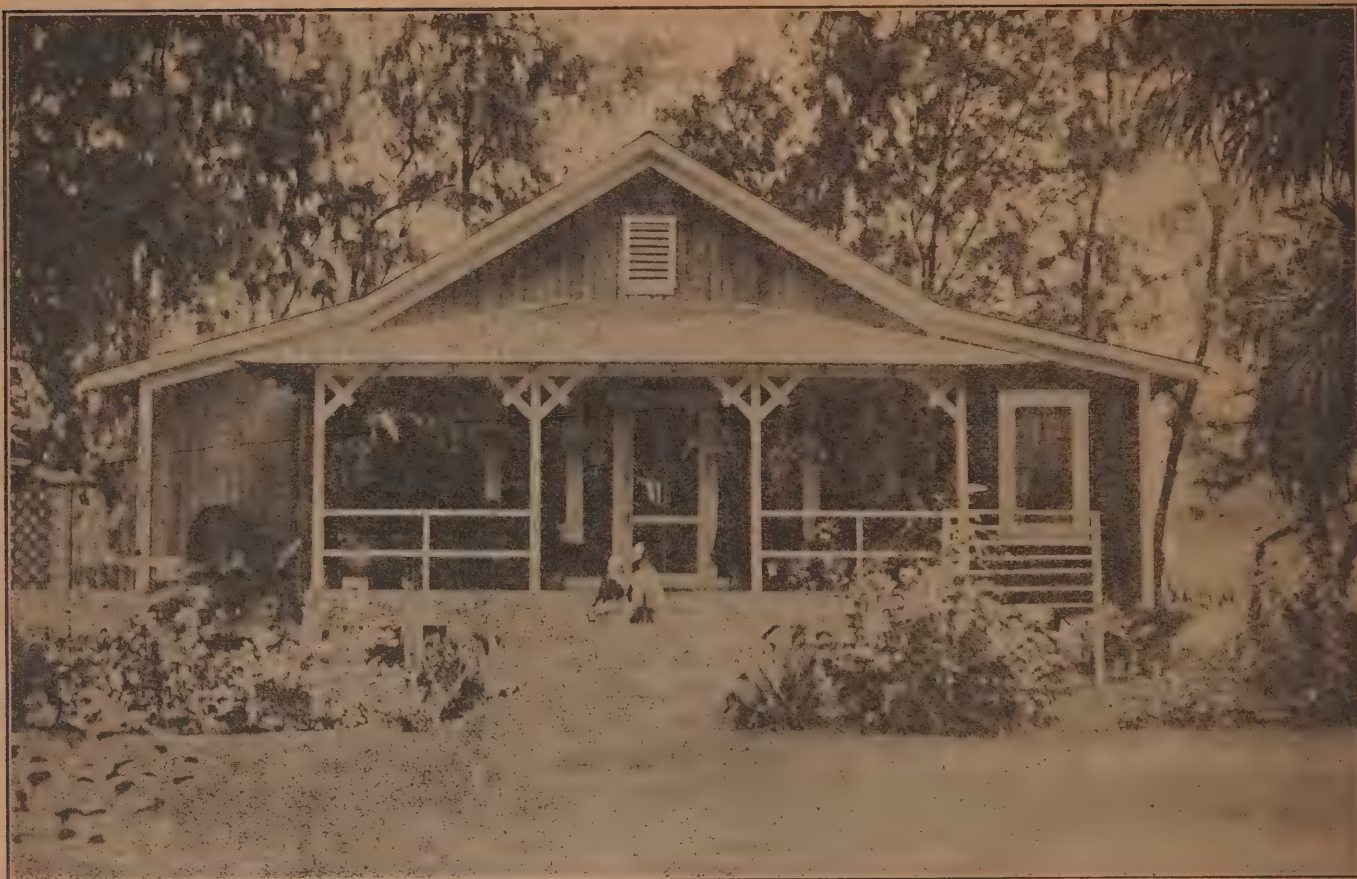
Since people much wiser than I have been unable to settle this question, I shall make no attempt to discuss it, but we shall take it for granted that some number work is to be given in the first grade, and I shall attempt to give some of the devices which have been helpful to me in teaching arithmetic in the primary grades, especially in the first and second grades.

The little first grader is not interested in the fact that 2 plus 2 are 4, or that 2 plus 3 are 5. He likes to handle objects, to draw lines, to count, to measure, to compare. He enjoys counting papers for his row, rulers, erasers, objects in the room, as pictures; or other children; as the ten tallest boys, the girls dressed in blue, etc.

For this purpose objects, such as splints, spools, stones, shells, checker men and other things, may be used. There should be variety in the objects used in order to make the work interesting to the children.

A great deal might be said on the length of time this object work should continue; but this differs in the different classes and should be left to the teacher.

Our own minds are often cleared of some misconception when we actually see a scene of which we have read; and for the same reason we see that it is necessary to begin number work with **things**, instead of **symbols**.



TEACHERS' COTTAGE AT KAHUKU, OAHU.

This picture shows how grounds may be beautified, and cottages made attractive.

There is, of course, the other side of the question. Object teaching, if continued too long, becomes weakening instead of strengthening.

Arithmetic lessons, as a rule, may be divided into two classes. First, the development lesson, when brand new ideas are presented, or some new process like subtraction or division is taught. Second, the drill lesson in which practice work is given.

Objects may be used to good advantage in development lessons; but should be discarded as soon as the child has a clear conception of the new idea presented.

Personally, I never have asked children to count on their fingers—using them as objects—and I certainly disapprove of it. Perhaps there will always be some children who will do it; but if they are given interesting objects to count until the number fact is clear to them and then are given sufficient drill to help them retain this fact, this counting on fingers may not annoy teachers of the next generation.

Another important feature of primary arithmetic is the writing of numbers. The first figures should be made on the board and should be very large. They may be made on the desk by the teacher and then traced with lentils by the children. This first work in writing numbers should be carefully supervised by the teacher; for some child is sure to turn 2 the wrong way

or make 4 backwards. At all times they should be encouraged to make large, neat figures.

First, I teach the writing of numbers from 0 to 9. I drill on these until every child in the class can recognize them in order and separately. Then some day without making any explanation, I write several columns on the board. I begin to count with the first column, touching each figure as I name it. When I reach 5 I take the chalk and place 1 in front of 0 and go on counting and writing 1's. I do the same for the 20's and 30's, placing 2's and 3's in front of the digits from 1 to 9. This is the end of the work for the first lesson. This is repeated next day and a new column is added each day until 100 is reached. The children are writing numbers now, too; but they are not yet ready to write them alone. I begin with 0 again, counting as before; but when I reach 10 I write 1 and 0, 11, 1 and 1, etc. I tell the children that it is just as easy to write numbers in that way and that this is the way people always do it.

Arithmetic is mainly a drill subject. An old maxim says that **repetition** is the mother of studies and there is much truth in it.

We know that the combinations really form the foundation of primary arithmetic and a great deal of drill on them is essential. Too much drill or the wrong kind of drill is worse than no drill at all; and it behooves us

to consider this and eliminate the undesirable and develop the good.

I have found **variety** absolutely necessary in drill. The following devices may be used to good advantage. Some one has said that the best form of work is always done in the spirit of play, so these devices are presented as games.

I—LADDERS.

6+4	Perhaps a house is on fire. Some one lives
3+3	in the house. (This is drawn near the ladder).
7+2	Some of the children climb up the ladder to get her.
5+6	They give the number story as they climb. They must not fall.

2—CLIMBING STAIRS

3×2	Mothers wants something upstairs. Mary
5×3	climbs up to get, giving the number
4×4	story as she goes.
6×5	

3—GUESSING GAME.

One child writes a combination on board. (This is in a place where other children can not see it). The children guess what it is. One child says, "Is it 4+4 are 8?"

John says: "No, it is not 4+4 are 8."

This continues, until the right combination is guessed. The one who guesses correctly is: **It**. This may be used in learning the multiplication tables, too, as: "I belong to the 6 family. What am I?"

Mary says: "Are you 4×6=24?"

John says: "No, I am not 4×6=24," etc.

4. For this game each child is provided with a pin and a slip of paper. He is given a number which he writes on the paper. He then pins the paper to the front of his waist. (We have had combinations only to 12. So only 12 slips are given out, 12 children taking part in the game at one time). The teacher says 4 and 3, and the children having these numbers come to the front. They are quickly followed by 7, who takes his place at the end of the row. The children all say 4+3=7. The game then proceeds, using other combinations.

BLACKBOARD FOLLOW THE LEADER.

5. Each child is given a number which he writes at the top of the blackboard. If the leader says add 2, each child must add 2 to his number. Next, the leader may say, subtract 1 and each child subtracts from his answer. Next, multiply by 3, etc. If a player makes a mistake the leader may tell him to take his seat. If he does not notice the mistake and one of the pupils at seat does, he becomes the new leader.

I have found good-natured rivalry a good stimulant for interest.

6. Children line up as for spelling, with a captain for each side. Each child is given a combination, and if he misses it, the same combination is given to the child opposite him. If he gives it correctly, his captain

chooses one from the other side. That side which has largest number of pupils at end of the game wins.

BLACKBOARD RELAY.

7. As many combinations are placed on the board as there are children in two rows. The children are numbered and at signal No. 1 goes to the board and writes the answer to the first combination. He comes to his seat; No. 2 follows, etc. The side that gets the correct answers first wins. (Care must be taken to number the children the same way each time).

FLASH CARDS.

8. There are many ways of using them. This is a game which my pupils like—Postoffice Game.

Flash cards are passed to some children. Other children are stationed at different places near the board. Near each child a number is written, 4, 19, 12, etc. The child near 4 is Mr. Four. Child near 9, Miss Nine, etc. The children (mail carriers) deliver the letters (flash cards) to the right houses. 3+4 goes to Mr. Seven, etc. If any mistake is made Mr. Four, Seven, or some one else, reports it to the postmistress (the teacher). After the letters are delivered they are mailed again (brought to the postoffice) and the number story is repeated.

BASEBALL GAME.

9. (I have not used this one, but think that it is a good one). Two sides—boys vs. girls. Pitcher and catcher are chosen from boys' side. One of the girls is batter. Pitcher gives combinations, batter answers. If batter gives three correctly, she has made a home run. If she misses and catcher gives it correctly, it scores one for his side. New pitchers, catchers, and batters are chosen frequently.

10. Children are taught to tell time in primary grades. This game may be used after the children have become familiar with the Roman numerals and have learned something about telling time. Twelve children stand at twelve equi-distant points, representing the twelve hours on the face of the clock. One child stands in the center and represents the hands. One of the other children mentions some time of day, as—six o'clock. As soon as the time is mentioned each Hour must hold up his hands with fingers raised or crossed like Roman numerals, to indicate the hour he represents. Then the child in the center must point with his hands to the correct hands. If he fails he must change places with the pupil who mentions the time.

These are just a few suggestions for devices, which may be changed to meet the needs of different classes.

We must not forget that there are three types of memory. Visual—the impressions through the eye; auditory—the people who gain impressions more easily through the ear, and the motor—those who learn by doing.

We must vary the games so that they will appeal to all three types.

The teacher must be enthusiastic about these games and enter into the spirit, or they will be complete fail-

ures. The drills must be snappy and short, lasting just about ten minutes, often not more than five. A game should be used as long as it is of real value to the child. After that, it should be discarded.

After the forty-five combinations taught in addition have been mastered the children should be able to add and subtract readily, for when the additive or Austrian method of subtraction is used, it is not necessary to teach the combinations in subtraction.

The Austrian method, instead of reducing the minuend, adds one to the subtrahend. This method is quicker and more accurate than the borrowing method. It may be harder to explain. This, however, is less important than the ability to quickly solve the problem. It also gives additional drill on the forty-five combinations which have been taught.

When classes have been taught the borrowing method it may be unwise to change, but this method has been used very successfully in many schools and is at least worthy of a tryout.

WHAT WILL YOU HAVE TO SHOW?

By John J. Pavão, Principal Holualoa School

What will you have to show when the war is over and the soldiers come marching home with the banner of freedom and peace waving in the breeze? What will you have to say when they speak of the horrors of war and the sufferings of the battlefield; when they grasp your hand and thank you for the comforts furnished them through the unity and co-operation of the American people? Will you have a Liberty Bond to show, a War Savings Stamp or Certificate, and a Red Cross button upon your breast, as proof that you stood by them in the great struggle across the sea?

There are thousands of placards and signs every where advertising the needs of the nation in this great war. I see them at the postoffice, the store, and all along the way. They cry to the passersby in words and tongues so loud and clear that one would think only the deaf and the blind could pass them by without giving one moment's heed to their appeals. They speak of the nation's needs—your needs, my needs and the needs of every soul in the land. They caution you against the waste in the home and field that is a leak in the nation's strength; and they warn you of the danger of world famine in certain almost indispensable commodities, soliciting your earnest support in the conservation of them. They speak, too, of the horrors of war, of the mutilated, wounded and dying soldiers who are daily laying down their lives that you and yours may live in peace, happiness, and in freedom from the yoke of that gruesome thing, "Kaiserism." They speak, too of the need of the nation for funds to provide our noble soldiers across the sea with the necessary comforts of life, and munitions to enable them to crush that loathsome thing and deliver the world in

this, the greatest of wars, from the tyranny and curse of militarism. They speak as a voice from heaven, yet the words fall deaf upon many ears.

The papers, too, are daily voicing these needs. The ministers deliver this message from their pulpits, the teachers at school; and the nation's representatives spread it broadcast throughout the land, with all the fervor of their hearts and the strength of their voices. It would seem that every nook and corner in the land would hear it; that every loyal, loving, true-hearted American and every alien resident in whose heart there is a mite of human feeling and a bit of love for God's work would respond to the call—to these pleas of the nation, nay, of the world, with the sanction of God in them. Yet there are many so base, so niggard, so void of human affections that they have not yet heard the call and enrolled under the banner of freedom. They carry their patriotism on their lips and their love of country in their stomachs.

Now is the time for every soul in the land to demonstrate his allegiance to the country. Now is the time for the foreign element in America to serve her amply, energetically, and faithfully, both physically and financially. Words are but empty air. Act! It is actions that count and are heard by our boys across the sea! Back up your vows and pledges of allegiance with financial and physical strength!

The rapidity with which the war can end depends upon the ability with which the country can throw its full support into the field of battle in the shortest space of time and maintain that standard throughout the war. This can only be done with the co-operation of every man, woman and child in the country, industrially and economically. Do not grumble! Do your part and lead others to do theirs!

Teachers and employers of labor can work wonders by reminding those over whom they exercise authority, of the wheatless and meatless days, on the day prior to the "less" days. No true-blue American should venture to eat wheat or meat on the "less" days in the presence of his associates if he is aware that the eyes of the public are upon him. Force of public opinion should forbid it.

Why make a daily pledge of allegiance in the schools if the children fail to heed the call of the country for conservation, funds and industrial support at this supreme moment? It is but a mockery at this crisis if they fail to demonstrate that pledge. Every child should have and maintain a home garden and do other Red Cross work; he should conserve and live up to the food regulations; and he should possess at least one dollar's worth of Thrift Stamps: it is well within the reach of all to attain these ends.

When the war is over and our boys come marching home with the world's banner of freedom and peace waving in the breeze, let us all see that each of us can say, "I did what I could to help win the war."

GERMAN IN THE HIGH SCHOOLS

The Commissioner of Education, Honorable P. P. Claxton, in his latest report, has dealt at some length on the question of foreign languages in the schools. It is interesting to note the feeling of other countries in regard to this.

The following extract from the Commissioner's report shows the viewpoint of two of the belligerents:

" * * * It must be acknowledged, however, that the efforts of certain groups on both sides to eliminate the enemy languages from school instruction have received a prompt check from more mature and sober educational opinion.

"The following statement from the Mannheim Gazette may be regarded as representative of the German attitude in this matter:

"The modern languages occupy a prominent position in our real schools and higher real schools. (Ober-realschulen). No narrow minds will demand their curtailment because of our unpleasant experience with the French and the English. On the contrary, the knowledge of these languages is absolutely necessary to us, especially that of English. Ignorance of a foreign language or of a foreign nation is not an element of strength, but of weakness. Besides, Germany has no intention of isolating herself from the rest of the world when the war is over. She does not want to wage war after the war. She strives more than ever to penetrate into the world * * * The modern languages ought to be given more, not less, time than heretofore."

"Educational opinion in Great Britain is no less resolutely opposed to any hasty action in respect to the German language. A memorandum adopted recently by the general committee of the Modern Language Association, says:

"It is not possible to give any exact forecast of the commercial relations of England and Germany after the war, but whatever form they may assume, there is no doubt that a knowledge of German and German conditions will be required for commercial purposes. In the future it will be even more necessary than in the past that there shall be in responsible quarters people possessing an adequate knowledge of German and all that the study of German in the widest sense should imply * * * The study of German has inevitably suffered during the war, but we are of the opinion that to allow any further diminution to take place, or even to accept the present reduced scale as permanent, would be to the national disadvantage."

"On the whole, it may be said that the movements directed against the study of foreign languages have nowhere attained appreciable success. The more practical standpoint which defends the study of foreign languages and foreign conditions on the ground of their importance in international trade competition, finds readier recognition than that based on sentimental motives. Thus far the shrinkage suffered by some foreign languages because of the war has been by far outweighed by the extension accorded to other languages."

MODEL LESSONS IN ARITHMETIC

"MODEL LESSONS IN ARITHMETIC" is the title of a volume which has been issued by Miss M. Ida Ziegler and Miss Helen Gay Pratt, well-known members of the staff of the Honolulu Normal School. The purpose of the book is outlined in the introduction, as follows:

"The lessons in this little book have been written to help the Normal School cadets in their teaching in the grades, both while they are in the school, and after they leave it.

"The lessons have been graded according to the requirements of the present course of study. Many lessons are suitable for use in more than one grade, and can easily be adapted to other grades.

"The lessons have been written little by little as time could be found in days full of regular school work, and so are necessarily less logical and less connected than they would have been if they could have been written under more favorable circumstances.

"We are far from thinking that the lessons are perfect, or that they constitute the only way of presenting the different topics, but we hope that they will be suggestive, and so prove helpful.

"We shall be glad to receive corrections and criticisms."

The volume contains one hundred and twenty-nine pages, and is well printed on good paper. It is sold at the price of \$1.00, postage extra. Copies can be obtained from either Miss M. Ida Ziegler, 2065 Lanihuli Drive, Honolulu, or Miss Helen Pratt, 1428 Victoria Street, Honolulu.

MAKE RETURN BOOKINGS EARLY

In view of the fact that the difficulties in securing transportation to and from the mainland are constantly increasing, teachers who intend spending their vacation on the mainland are strongly urged to employ every possible means to secure return passage so as to insure them of being at their posts when school opens or, still better, to spend their vacations in the Islands.

In this connection, attention is called to Rule D, page 23, of the Rules and Regulations, which says:

"No teacher's name shall appear on the pay roll at the opening of the school year unless said teacher shall actually begin service at that time, nor shall any teacher receive any compensation in that school year until he or she has actually begun service."

In accordance with the terms of this rule, a teacher who is on duty on the date on which school opens receives pay from September 1st, but a teacher who is late, even though it be only one day, is paid only from the date on which he or she actually begins service.

Since the above was written, the Department has been notified by steamship officials that it is probable that a number of the teachers who go to the mainland for their vacations will be unable to find accommodations for return passage.

Hawaii Educational Review

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Henry Walsworth Kinney, Superintendent of Public
Instruction, Editor.

SUMMER SCHOOL INFORMATION

Director C. O. Smith of the Summer School has added the following note to the Summer School registration blanks:

"No one will be registered for attendance at the Summer School until all questions on this paper have been answered clearly. A space left blank or filled with a dash does not give the required information."

So many blanks incorrectly filled out, are returned that it is necessary to insist on more attention being given to them.

It is also imperative that blanks be filed before the opening of the school session, as teachers must lose one or two days in getting started if they wait until the opening day to register.

GARDEN SEEDS

Vocational Instructor, Ken C. Bryan of Oahu has received a supply of new seeds from the Department of Agriculture, Washington, D. C. Any schools on Oahu, which can make use of seeds, will please apply to Mr. Bryan.

The seeds are in packages containing peas, lettuce, parsnips, squash and turnip seeds. Please state how many packages you can use.

NOTICE TO PRIVATE SCHOOLS

Notice is hereby given that all private school pupils who are intending to take the Territorial eighth grade examinations in June should report the names and number of pupils who are to take the examinations and make arrangements as to the place where the examinations will be given. Individual notices will not be sent to private schools.

GATHER CASTOR BEANS

A new opportunity for earning money is that of collecting castor beans. Mr. J. M. Westgate of the Federal Experiment Station, Honolulu, will pay 5 cents a pound for the shelled beans and in lots of 4 pounds and under will furnish franks for postage. If there are larger quantities, they should be sent by freight. There is no deterioration and the beans may be held until a large bag is collected.

Mr. Westgate requires, however, that the following conditions be observed: The beans gathered in each locality shall be kept separate, and a tag attached, telling where the beans were collected, what kind of soil they were grown in; that is, whether rocky, heavy or light soil.

The value of the work to the Experiment Station is to test the beans of different localities, in order to find

out whether or not there is a difference in oil content and which localities offer a field for producing the beans commercially.

It is of value also to locate the places where castor beans are now growing and to get an idea of the quantity of beans now available. The schools will be doing a useful service by getting this information and will also be able to make some money.

If the oil production proves to be profitable, the price may be increased.

CORRECTION

In the last number of the Educational Review, an outline of the Red Cross Society was prepared by Miss Rose Tam Yau of Pohukaina School. Through an oversight, the name was not printed. The editor wishes to give due credit for this outline.

Hawaiian Division

UNITED STATES BOYS' WORKING RESERVE

Headquarters with Chamber of Commerce

Honolulu, May 10, 1918.

To the Principals and Teachers.

Ladies and Gentlemen: Recognizing the invaluable patriotic service continuously being rendered by the schools of our country as well their effective relation to the youth of the land, the Federal officials of the United States Boys' Working Reserve are everywhere enlisting the co-operation of principals and teachers.

We, therefore, respectfully urge your immediate attention to the subject of this general letter, which we are sending you through the courtesy of the Superintendent of Public Instruction and the publisher of the Review.

WHAT THE RESERVE IS

The United States Boys' Working Reserve is a registered army of patriotic youths between the ages of sixteen and twenty-one, organized under the United States Department of Labor to help the Nation where most needed to win the war in field and factory. Every boy, physically fit, of proper age, is eligible for this non-military civilian army. To enroll, the young man applies to his Federal State director (Wallace R. Farrington for this Territory), fills out an enrollment card, obtains consent of his parents, takes the oath of service and receives a certificate bearing the great Seal of the United States and an enrollment badge.

He can serve his country in three separate units of the Reserve. If he goes into the AGRICULTURAL UNIT (in this Territory) he will work on a plantation, ranch or garden, or in a camp maintained for the purpose, or, if near his home, going out from there each day. After six weeks of satisfactory service in this line he will receive the official bronze badge of honor, bearing the great Seal of the United States and his individual number. His name will also be enrolled opposite his number in Washington.

If he works in an industry which is essential to winning the war he enters the **INDUSTRIAL UNIT** and gains the Federal badge when he has served **TEN WEEKS** subsequent to enrollment.

If he takes special training for some vocational accu- tion essential to winning the war and goes into active service in this capacity he joins the **VOCATIONAL UNIT** and is awarded the badge on taking regular employment. (That is, he will stay in school or training camp until he is fitted for that kind of service).

WHAT THE RESERVE HAS DONE

Over 1,000,000 men were mobilized from the farms of the United States last summer for war service. By harvest time about 1,500,000 men would have been lacking had it not been for the Boys' Working Reserve, organized one year ago to help fill up the gap. Thousands of strong boys between the ages of sixteen and twenty-one were sent out from the towns and cities to help plant and harvest the crops necessary to save the world from starvation. In spite of the skepticism at first among the farmers with respect to the efficiency of school boys on the farm, **THE BOYS MADE GOOD** and boys, farmers and the Government were all amazed at the good results. This year—1918—half a million boys will be enlisted in the Reserve. Every State in the Union has its State director and local organization. Appropriations by State Legislatures have been made in many cases.

Mr. Hoover puts it in a word: "Every boy in active productive service in the United States will oppose a similar working boy in Germany. The United States Boys' Working Reserve must be the **DOMINANT ORGANIZATION** in the effort to mobilize the working boys of the United States."

PLAN FOR HAWAII NEI

The plan of organization for the mobilizing of our Island boys into places of productive employment this summer vacation is as follows:

National Director, W. E. Hall; Director Hawaiian Division, Wallace R. Farrington; Territorial Executive Secretary, Jay O. Warner.

County Directors—Oahu, K. C. Bryan; Kauai, C. F. Loomis; Maui and Molokai, John Watt, Jr.; Hawaii, Kona, J. H. Midkiff; Hilo and Hamakua, to be appointed; Kohala, P. W. P. Bluett.

In addition to these officials various deputies are to be chosen by the directors at their discretion. School principals are everywhere asked to assist as enrollment officers in their respective schools and teachers are hereby requested to co-operate by informing themselves about the Boys' Working Reserve and enlisting the interest of all older boys.

It is possible that a Junior Division will be started in Hawaii after the Reserve is well under way. Already bids for nearly 1,000 boys have come in to the secretary from plantations and other productive enterprises and the boys in Honolulu high schools are like-

wise signifying their interest and intention of enlisting in the Reserve.

A territory-wide enrollment week is being planned after a brief intensive campaign of education and advertising. A boys' questionnaire is being distributed in order to ascertain the approximate number of boy laborers that will be available and where they are. Following this, enrollment cards will be issued to various enrolling officers with further instructions.

This is a form of patriotic service as vital to the cause of liberty as any other, not only increasing the food supply, but reacting finely upon the nobler instincts of sturdy American boys just under draft age.

Appreciating your co-operation, we are,

Faithfully yours,

WALLACE R. FARRINGTON, Director,

JAY O. WARNER, Executive Secretary.

RETAIL PRODUCE MARKET

Issued by Ken C. Bryan

HONOLULU PRICES

May 10, 1918

For the use and convenience of the school and home gardeners of the Public Schools.

Beans, green, string—lb.....	10	c
Beans, green wax, string—lb.....	12½	c
Beans, lima, in pod—lb.....	7	c
Beans, main, red—lb.....	15	c
Beans, calico—lb.....	15	c
Beans, small white—lb.....	15	c
Beets—bunch of four.....	5	c
Carrots—bunch of four.....	5	c
Cabbages—lb.....	5	c
Corn, sweet—dozen.....	40	c
Cucumbers—each.....	10	c
Green peppers, bell—lb.....	20	c
Green peppers, Chili—lb.....	15	c
Potatoes, Irish.....	6	c
Potatoes, sweet—lb.....	3	c
Peas, dry—lb.....	12	c
Pumpkin—lb.....	4	c
Tomatoes—lb.....	16	c

WAR TIME EXAMINATIONS

The following examinations have been prepared by Professor David Eugene Smith, of Teachers' College, Columbia University, and have a direct bearing on the Thrift Stamp campaign and the general subject of "thrift."

Questions here printed are for the V, VI, VII, and VIII Grades, and may be used as review and drill work by teachers where it does not conflict with the regular work of the Course of Study. They are here published as a suggestion for those who wish to make use of them.

THRIFT IN GRADE V HELPING OUR COUNTRY

1. On a Thrift Card each space for a Thrift Stamp is 15-16 of an inch high, and there are four spaces, one above another, in each column. How high is each column?

Such measures are approximate to the nearest 1-16 of an inch. Remember that after the war our Government pays you back more for your War Savings Stamps than you pay for them.

2. On a Thrift Card each space for a Thrift Stamp is $1\frac{3}{8}$ inches wide and there are two spaces, side by side, in each half of the card. How wide are the two spaces together?

3. A Thrift Card is 7 inches wide and $7\frac{5}{8}$ inches high. How many square inches are there on each side of a Thrift Card?

4. If you could buy one Thrift Stamp on Monday, two on Tuesday, four on Wednesday, eight on Thursday, and 16 on Friday, how many Thrift Stamps could you buy that week?

5. In Example four, suppose that a man could buy thirty-two Thrift Stamps on Monday, and keep doubling as before, so that the numbers for that school week would be 32, 64, 128, 256, 512, how many Thrift Stamps could he buy that week?

6. In our fight for a safe world our soldiers must have good shelter tents. Our Government finds that it can buy 1,000 such tents for \$2,967.80. When War Savings Stamps are selling for \$4.18 each, how many must be sold in order to raise enough money to buy them?

Is your village or city helping work like this?

7. Our boys need warm overcoats next winter. When War Savings Stamps are selling for \$4.18 each, how many must be sold in order to raise money enough to buy \$1,492.26 worth of such coats?

Our Government can buy 100 coats for \$1,492.26

8. In the first seven months of the war, our Congress voted to spend \$62,133,000 for aviation. It had to borrow the money for this purpose. Suppose each of our 100,000,000 people bought only three Thrift Stamps at 25 cents each, would that furnish enough money? Find how much more or how much less would suffice.

9. The total expenses of the United States Government from the time it was established down to 1917 was \$26,300,000,000. In 1917 the Government was compelled to raise, chiefly for the war, \$19,000,000,000. The amount raised in 1917 lacked how much of being as much as all the expenses of the Government down to 1917?

10. The total income of all the railroads of the United States in 1916 was \$3,662,057,141. If we spent five times this amount in 1917 in preparing for war, how much did we spend for this purpose in 1917?

THRIFT IN GRADE VI HELPING OUR COUNTRY

1. If the population of the United States on January 1, 1918, was 102,826,300, and if one-fourth of the number buy War Savings Stamps or Thrift Stamps, how many persons buy these stamps?

Remember, that after the war our Government pays you back more than you pay for the W. S. Stamps.

2. If you have bought sixteen Thrift Stamps at 25 cents each, and wish to use these in buying a War Savings Stamp in a month, when the price is \$4.22, how much more money must you have in order to buy the Stamp?

3. We are not a very thrifty people. The average savings bank deposits for every person living in New Zealand, is \$129. If every man, woman and child in our country should buy thirty War Savings Stamps, when the price is \$4.18 each, how much would the value of the stamps lack of being \$129?

4. Most people can save \$4.18 if they try to do so. Suppose that our population in July, 1918, was 102,900,000, and that $\frac{1}{3}$ of this number bought one War Savings Stamp at \$4.18, how much money would our Government receive from the sale?

Every little helps. Four dollars is not very much, but over \$140,000,000 is a large sum.

5. By taking care of their clothes and shoes, and by avoiding waste, each pupil in a certain class helped its family save \$4.20, which was enough to buy a War Savings Stamp. There were eighteen pupils in the class, no two from the same family. As a result of this, how much money could the eighteen families invest in War Savings Stamps?

6. Each of our boys at the front needs two flannel shirts, and our Government pays \$727.32 for shirts for 100 soldiers—two shirts apiece. When War Savings Stamps are selling at \$4.18 each, how many stamps must be sold to give our Government enough money to buy these shirts?

7. Our Government has to supply each soldier with eating utensils, including such things as a knife, a fork, a cup, and plates. The cost of these utensils for 1,000 soldiers is \$7,733. At \$4.18 each, how many War Savings Stamps must be sold in order to give our Government the money to supply these utensils to 10,000 soldiers?

8. Every soldier needs a good overcoat for the cold winter in the trenches. Such a coat costs \$14.92. A village buys in one day 357 War Savings Stamps at \$4.18 each. This will furnish our Government with enough money for how many such coats, with how many cents over?

Find the largest number of coats.

9. Every soldier wears an identification tag so that the officers will know who he is in case he is hit by a bullet. There is not a boy or girl who cannot save or earn enough every day to buy two of these tags, for

they cost only one-half cent each. How many would you have to earn or save to buy the tags for 1,000 soldiers?

Remember, that each War Thrift Stamp you buy furnishes our Government with enough money for fifty tags. Do your bit even in small things.

THRIFT IN GRADE VII. HELPING OUR COUNTRY

1. We are not a very thrifty people. Our savings bank deposits average \$51 per person of our total population. In Switzerland the average is \$86. At 25c each, how many Thrift Stamps ought each of us to buy, on the average, to bring our savings in these banks and in Thrift Stamps up to the Swiss average?

Remember that after the war Our Government pays you back more than what you pay for the War Savings Stamps.

2. It was estimated that 29% of our 102,826,300 population of January, 1918, would buy War Savings Stamps, and that each of the purchasers would thus lend Our Government, on an average, \$66 $\frac{2}{3}$. At this rate, how much would Our Government receive from the sale of these Stamps?

Vast sums grow from small ones, if you have enough of them. If you can buy only one Thrift Stamp, that will help.

3. Our boys at the front need plenty of warm woolen socks for the winter in the trenches. Our Government pays \$3,009.60 for 10,000 pairs. How many War Savings Stamps must be sold at \$4.18 each in order to realize this amount?

4. If a boy buys one Thrift Stamp every week day of the year 1918, thus saving 25c for each Stamp, how much would he save in this way in the year?

5. A man works on a salary of \$25 a week for 50 weeks in a year. He uses 80% of his income for living expenses and 50% of the balance for Thrift Stamps. How many Thrift Stamps does he buy?

6. If you bought a War Savings Stamp on January 1, 1918, it would have cost \$4.12 and Our Government will pay you \$5 for it on January 1, 1923. How much more do you receive than you would receive by investing \$4.12 for 5 years at 4% simple interest?

7. A man bought 200 War Savings Stamps on July 1, 1918, when they cost \$4.18 each. On January 1, 1923, Our Government will pay him \$1000 for these 200 stamps. How much more does the man receive than he would have received if he had invested the money for the same length of time at 3% simple interest?

8. If a manufacturer charges dealers at the rate of \$8.34 for a woolen blanket, but sells such blankets to Our Government for our soldiers, at a discount of 25%, how much will 100 blankets cost? How many War Savings Stamps, bought in June, 1918, at \$4.17 each, will it take to pay for the blankets?

9. A man wishing to buy 100 War Savings Stamps in October, 1918, when the price was \$4.21 each, found it necessary to borrow the money at a bank for 60 days.

The bank charged him at the rate of 4%. How much interest did he pay the bank?

If he gave a note for 60 days, the interest was probably paid in advance and was called **discount**.

10. Our soldiers need many thousand rifles. A rifle that ordinarily costs \$32.50 can be bought by Our Government in quantities at a discount of 4%. Find the net cost; the smallest number of War Savings Stamps, bought at \$4.20, that will pay for a rifle; and the amount that will be left over after using the money for buying the rifle.

THRIFT IN GRADE VIII HELPING OUR COUNTRY

1. A boy paid \$4.12 for a War Savings Stamp on January 1, 1918. The Government allows his 4 per cent interest on this amount compounded quarterly. The Government will pay \$5 for the Stamp on January 1, 1923. Show that the boy receives 4 per cent interest, compounded quarterly, as stated.

2. In the schools and colleges of the United States there were 23,856,890 pupils in 1916. Suppose that such a number should each buy a War Savings Stamp and pay \$4.12 for it; how much would thus be lent to Our Government?

3. A man bought 200 War Savings Stamps on January 1, 1918, at \$4.12 each. Our Government returns the money to him on January 1, 1923, with 4 per cent interest compounded quarterly. How much more interest will he receive in this way than he would if he had invested the money at 4 per cent simple interest for the same period?

4. Our boys need steel helmets in the trenches. Our Government pays \$30,076 for 10,000 such helmets. A certain society made a drive last January to sell enough War Savings Stamps at \$4.12 each to pay for these helmets. How many stamps did it need to sell to furnish just this amount?

5. Each of our soldiers needs a poncho for wearing in the trenches. Our Government buys these at \$3,553 per thousand. How many War Savings Stamps, bought at \$4.18 each, will it take to pay for 1,000 ponchos?

6. Good shoes for our soldiers cost at retail \$7.50 a pair, but our Government can buy them in large quantities at 20 per cent—15 per cent off this price. How much does our Government pay for each pair? How many War Savings Stamps at \$4.18 each, will it take to pay for 10,000 pairs?

Find the result to the number of stamps just larger in value than the sum needed.

7. A girl bought some War Savings Stamps and received Certificate No. 10,120,742 on which to affix them. She was interested to see how much paper our Government used to print the 10,120,742 certificates. She found that her certificate measured 8 inches by $11\frac{1}{2}$ inches. Find the number of square inches that all these certificates would cover, and then express the result as square feet.

8. In Example seven suppose that each of these Certificates was filled with War Savings Stamps, cost

ing on an average \$4.18 each; how much would our Government receive from the sale of these stamps?

Remember that it takes twenty War Savings Stamps to fill the Certificate.

9. Suppose that 70 per cent of the 25,857,000 pupils in all of the schools and colleges in the United States should buy one Thrift Stamp today, and 80 per cent should do the same next week, and 90 per cent the week following, how much money would they all save in this way?

Think what it would mean to our Government to have the use of such a sum of money at this time, all from 25-cent savings.

The number of pupils given in the example is approximately the number of 1916.

INFORMATION ON WAR ACTIVITIES

The following extracts are taken from a circular letter sent by Mr. Eugene Horner, Supervising Principal for East Hawaii, to his principals:

"The extra forms, on which to report progress in the Thrift Stamp campaign, are for your files, in case you wish to keep copies of your report.

"Instruct children, who are collecting magazines for soldiers, that recent issues are desired. Those of dates

prior to January 1, 1918, will not be accepted. If you have means of sending the magazines to Hilo, the Red Cross officers will see that they are forwarded. If you wish to forward them yourself, place one-cent stamps on the cover pages and put them in the postoffice.

"When your pupils have collected enough tin foil to make shipping worth while, send it to the local Branch, American Red Cross.

"Request your pupils to save and collect small pieces of gingham or other 'fast color' cotton. Of these bedspreads can be made, as the old-fashioned 'crazy' quilts were made. The dimensions of the finished spread should be 5 feet by 7 feet. The quilting or finishing will be done by the Red Cross workers in Hilo. Baby comforters, 27 inches by 30 inches, can be made of flannelette in the same manner.

"Scrap books and trench candles are not wanted, owing to lack of shipping space.

"The making of PACKING BOXES, for shipping Red Cross supplies, is one of the Junior Red Cross activities. The specifications are as follows: 3 feet long x 2 feet wide x 2 feet high (outside measurements), made of 5/8-inch boards, preferably tongued and grooved, securely nailed together, ends reinforced. The stores near your school will probably give you boxes from which you can get material."



RECREATION IN WAR TIME.

Honolulu School children working for the Nation at Saturday play hour.

THE MCKINLEY CITIZENSHIP CLUB

The McKinley Citizenship Club of McKinley High School has passed through the experimental stage and has become an accepted and prominent institution in the life of the school. The club is a Junior and Senior boys' organization, aiming to create and maintain an interest in good citizenship and government and to develop a healthy spirit of school activity and service.

The admission of new members is based upon the individual candidate's scholarship, character, and the part he is taking in school activities. Membership in the club, therefore, carries with it a recognized standing and is an added incentive for high standards of school citizenship.

The work which the organization has undertaken this year has been remarkably successful. Two flags were presented to the High School by the club, an additional American flag for the Assembly Hall and a large Service flag representing the graduates and ex-students who are in Army or Navy service.

The boys took up knitting enthusiastically, and "Buy War Savings Stamps" is a constant club watchword. By the invitation of the club a number of speakers have addressed the student body on interesting war topics. All of this work, discussed in business meetings, has brought about a grasp of present day problems and events which can be gained in no other way.

Self-government, the club's fundamental principle, has been established in the school. The club adopted resolutions creating a conference of Honor Men, six in number. These Honor Men were accepted unanimously by the school and represent the combined authority of the student body and faculty. They have complete charge in the Assembly Hall during and between study periods. In weekly conferences they take up problems of disorder, tardiness, attendance, etc., and marked improvement has followed their installation. This is the first step in the plan of establishing complete self-government backed by a strong school opinion and the co-operation of the school authority. It strengthens, rather than weakens, the teacher's position in the school.

McKinley High School has long needed some degree of social life. The club has carried out this year a well balanced social program consisting of two dances, an entertainment and a musical program, all carefully supervised. These social evenings are given on a strict economy basis. The last dance, attended by over two hundred students and friends, cost seven dollars and seventy-five cents. The boys printed their invitations and programs on the multigraph, made the punch and furnished the music.

Under the auspices of the Citizenship Club an inter-scholastic debate is to be given on May 17th. McKinley High School supports the negative side of the question, Resolved: That the present system of Federal control of the railways of the United States should be continued after the present period of control expires.

Question of constitutionality excluded. The net proceeds are to be used for Red Cross work.

The organization has given the boys splendid training in parliamentary procedure, committee work, balloting, and other phases of self-government and has fostered a spirit of group action so necessary to good citizenship in a great republic.

PAUL A. MacCAUGHEY,

Vice-Principal, McKinley High School.

PROMINENT STORY TELLER AT THE LIBRARY OF HAWAII

Mrs. Thorne-Thomsen, the best known story teller for children in the United States, has come to Honolulu under the auspices of the Library of Hawaii.

During her stay here, Mrs. Thomsen will have charge of the story hour at the Library on certain days and will also give a series of lectures on story telling. The hours have been arranged so that Oahu teachers may attend the lectures, and it is a great opportunity for them.

The schedule for Mrs. Thorne-Thomsen is given below for the benefit of our teachers. All these lectures and story hours will be held at the Library of Hawaii, King street, Honolulu.

Date	Library
Wed., May 8th.....	2:15-3:15—Story Hour
Fri., May 10th.....	2:15-3:15—Story Hour
Fri., May 17th.....	4-5—Lecture No. 1 Literature in child life
Wed., May 22nd....	4-5—Lecture No. 2 Poetry
Fri., May 24th.....	4-5—Lecture No. 3 Ancient and Modern Fairy Tales
Mon., May 27th....	4-5—Lecture No. 4 Story telling—a folk art
Tues., May 28th....	4-5 Lecture No. 5 "Odyssey"
Wed., May 29th....	4-5—Lecture No. 6 Norse myths
Fri., May 31st....	2:15-3:15—Story Hour 4-5—Lecture No. 7 "Volsunga Saga"
Mon., June 3rd.....	4-5—Lecture No. 8 "Robin Hood"—the Ballads
Tues., June 4th.....	4-5—Lecture No. 9 Realistic stories
Wed., June 5th.....	4-5—Lecture No. 10 Symbolic stories

RED CROSS ACTIVITIES

The Secretary of the Hawaiian Chapter of the American Red Cross has informed the Chapter School Committee that it can no longer use trench candles, cancelled postage stamps and old newspapers.

The schools are hereby notified so that they may take up other lines of work. Before undertaking any new activities, the Red Cross Unit should be consulted in every case.

SCHOOL LUNCH MENUS

Menus Selected for Use at the Hilo Union School
Kitchen, Spring Term, 1918

Miss Ruth Holmes, Teacher

1. Vegetable Soup. Cornmeal Crisps.
2. Tomato Soup. Crackers.
3. Split Pea Soup. Crackers.
4. Meat Loaf. Rice.
5. Smothered Beef with Corn Pudding.
6. Ragout of Mutton with Farina Balls.
7. Haricot of Mutton with Rice.
8. Beef Birds. Cornbread.
9. Meat Pie (cornmeal crust).
10. Jello with Fruit. Buttered Sandwiches.
11. Sweet Dishes—
 - Honey Cookies.
 - Apple Betty.
 - Rice Pudding.
 - Fruit Shortcake.
 - Spiced Oatmeal Cakes.
 - Scotch Oat Crackers.
 - Fruit Sherbets.
 - Ice Cream.
 - Oatmeal Cookies.
 - Cornmeal Cookies.
12. Creamed Salmon. Rice.
13. Potato Salad. Buttered Sandwiches.
14. Fish Chowder. Crackers.
15. Cornmeal and Meat.
16. Calcutta Rice.
17. Escalloped Egg Plant.
18. Bean Soup. Crackers.
19. Potted Hominy and Beef.
20. Dried Peas with Rice and Tomatoes.
21. Egg Plant. Stew.

22. Cannelon of Beef.
23. Scalloped Potatoes and Cheese.
24. Cottage Pie (meat with mashed potatoes).
25. Kidney Bean Stew.
26. Hot Pot of Mutton and Barley.
27. Chocolate. Cheese Sandwiches.
28. Corn Chowder. Crackers.
29. Spanish Beans. Buttered Sandwiches.
30. Salmon Salad. Banana Bread.
31. Beef Stew. Rice.
32. Macaroni and Cheese. Tomato Sauce.
33. Creamed Meat. Mashed Potatoes.
34. Hamburg Balls. Rice.
35. Oyster Stew. Crackers.
36. Vegetable Salad. Cornmeal Crisps.
37. Escalloped Dishes.

These menus are prepared with special reference to food conservation.

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To the Teachers of the Territory of Hawaii:

We have addressed to every teacher in the Territory one of our 1918 catalogs. The information in this book is intended for the teachers and pupils in School Garden work.

If this book is of no interest to you, pass it to someone else who may be benefited by it. We call your attention to pages 4 to 10, 18 to 22, 27, 37, 39, 46, 48 (prize offer), 62, 64, 73 and 79. If you need more catalogs do not hesitate to ask for them.

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—Journal of Education, Dec. 6, 1917.

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JUNE, 1918.

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Members of the Junior Red Cross Auxiliary, Central Grammar School, Honolulu. Quality and Quantity are both emphasized by these workers.

COMMISSIONERS' MEETING

The Commissioners of Public Instruction met at the office of the Department on Monday, May 27th, and Tuesday, May 28th, completing their business in a day and a half, thus setting a record for dispatch which has not been equaled during the annual meetings for a number of years.

Those present were Commissioners Mrs. Mary A. Richards, Mr. L. G. Blackman, Mr. Eric A. Knudsen, Mr. D. C. Lindsay, Mr. W. H. Smith, and Mrs. Eliza D. Maguire, and Superintendent H. W. Kinney.

After a general statement by the Superintendent, relative to the peculiar difficulties with which the Department will have to contend during the coming year, owing mainly to the lack of steamship accommodations, the scarcity of teachers throughout the United States, and the probable inroads made on the teaching force by the draft, the specific business of the meeting was taken up.

The school calender for 1918-19 was adopted as follows:

First term—September 16 to December 20, 14 weeks.

Second term—January 6 to April 4, 13 weeks.

Third term—April 14 to June 27, 11 weeks.

A number of requests for leave of absence were taken up, but it was decided that none of the requests would be granted, owing to the peculiar difficulties with which the Department has to contend, because of the war and the conditions arising as a result thereof.

Petitions from homesteaders in the neighborhood of Kapaa were taken up and it was decided to ask the Land Department to have set aside a suitable school lot while the tracts in that neighborhood are being surveyed.

A petition from residents of Kianaule and Onomea asking that a new school be established in their locality was referred to the Superintendent to take up during his next visit to Hawaii.

Similar action was taken with regard to a petition from residents of Puukapu, near Waimea, Hawaii.

Action on the petition for an additional teacher at Kaunakakai, Molokai, was deferred to the next meeting of the Board.

The following special committees were appointed on motion by Mrs. Richards and seconded by Mr. Smith:

BOARD OF EXAMINERS

W. C. Avery, Chairman	Geo. S. Raymond
Eugene Horner	C. O. Smith
Jas. C. Davis	Bernie E. L. Hundley
H. W. Kinney	

EXAMINATION BOARD

H. W. Kinney, Chairman,	Ida MacDonald
ex-officio	Jas. C. Davis
Bertha Ben Taylor	Geo. S. Raymond
Eugene Horner	W. C. Avery

COURSE OF STUDY

H. W. Kinney, Chairman,	Jas. C. Davis
ex-officio	Eugene Horner
W. C. Avery	Mrs. Nina L. D. Fraser
Geo. S. Raymond	

The suggestions made for members of the Summer School staff were approved by the Commissioners. The list will be found elsewhere in this issue.

Sample pages of the new primer, which is being published by the Department at the Normal School, were exhibited to the Commissioners.

Mr. Avery submitted the results of his investigations in the matter of text books used in the several high schools and called attention to the difficulty in grading examination papers, because of the different text books used by each school. Mrs. Richards moved that Mr. Avery and Mr. Blackman be appointed a committee to look into and bring about in as short a time as possible the unification of text books used in the four high schools. Seconded by Mr. Smith and carried.

In the matter of teachers resigning before the expiration of contracts, Mr. Blackman moved that the time as specified in the contracts, "30 days' notice," be changed to "a notice of 25 school days." Seconded by Mr. Lindsay and carried.

The Superintendent was instructed to exercise his discretion in refusing to allow leave of absence pay in cases where there is reason to believe that the teacher could know before-hand that he would be absent during the first three or four months of the school year.

It was decided that teachers duly certificated, taking the place as substitutes of teachers in the elementary schools, shall be paid at the rate of \$3.00 per day; of teachers in high and normal schools, at the rate of \$4.00 per day. Substitute teachers without recognized certificates shall be paid not more than \$2.00 a day.

Mr. Knudsen moved that Mr. Kinney be given full power to employ persons to take the places of those who will be taken in the draft. Seconded by Mr. Lindsay and carried.

Miss Ann Z. Hadley, of the Central Grammar School staff, and Miss Alice A. McCord, of the Hilo Union School, were retired with pensions.

It was decided to divide the present district of Maui, Molokai and Lanai, creating two new districts consisting of the schools north of Lahaina and those in the Hana district and on the islands of Lanai and Molokai. Mr. Wm. H. Meinecke, of the Normal School staff, was appointed supervising principal for this district. As Mr. Meinecke has since been called into military service, and as he will, therefore, probably be unavailable for next year, the Department may be compelled to postpone the creation of this district until better opportunity arises.

The Island of Oahu will be divided into two districts by the creation of a new district consisting of the schools outside of Honolulu proper. Miss Margaret Mossman was appointed supervising principal of this new district.

On Tuesday morning, several Commissioners, accompanied by the Superintendent, paid a visit to the School for Defectives.

The Superintendent asked for permission to try out a plan for the providing of special instruction for pupils who are lacking in one particular subject. He proposed to do this by appointing a special teacher to take charge of such pupils during the afternoon of each school day and during Saturday. To this coach will be sent pupils who need special instruction in some one subject, such pupils being selected by the principal of the school to which they belong, with the sanction of the supervising principal. It is planned that in case this plan works satisfactorily, it may be extended by the appointment of more such coach teachers in Honolulu and in the larger school centers.

It was reported that the trustees of the Leahi Home wished to have a teacher appointed to instruct children inmates of that institution. It was decided to grant this request if it can be shown that there are sufficient such pupils to warrant the appointment of a teacher there.

The case was brought up of a principal whose examination records were unsatisfactory, owing to the fact that the Eighth Grade papers had been marked a great deal higher than was justified. These papers have been re-marked by several competent teachers, and the difference in the marking was striking. As this was not the first case in which this principal had encountered a similar difficulty, it was decided to transfer him to a smaller school.

The superintendent submitted to the Commissioners, for their approval, his list of proposed appointments for the coming school year. These were approved with the usual proviso that all appointments have been made by the Department subject to the condition that all are tentative and no contracts are to be issued until after the final grade examinations are over, when contracts shall be issued as soon as possible, except where marked inadequacy of the examination results or violation of the

THE AMERICAN'S CREED

I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States, a perfect Union, one and inseparable; established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag, and to defend it against all enemies.

STORY OF THE AMERICAN'S CREED

The idea of laying special emphasis upon the duties and obligations of citizenship in the form of a national creed originated with Henry S. Chapin. In 1916-1917 a contest, open to all Americans, was inaugurated in the press throughout the country to secure "the best summary of the political faith of America." The contest was informally approved by the President of the United States. The artists and authors of the Vigilantes, especially, and representatives of other patriotic societies supported it; the city of Baltimore, as the birthplace of the Star-Spangled Banner, offered a prize of \$1000, which was accepted, and the following committees were appointed: A committee on manuscripts, consisting of Porter Emer-

son Browne and representatives from leading American magazines, with headquarters in New York City; a committee on award, consisting of Matthew Page Andrews, Irvin S. Cobb, Hamlin Garland, Ellen Glasgow, Julian Street, Booth Tarkington and Charles Hanson Towne; and an advisory committee, consisting of Dr. P. P. Claxton, United States Commissioner of Education, Governors of States, United States Senators and other National and State officials.

The winner of the contest and the author of the Creed selected proved to be William Tyler Page of Friendship Heights, Maryland, a descendant of President Tyler and also of Carter Braxton, one of the signers of the Declaration of Independence. The Creed prepared by Mr. Page was recognized by all as not only brief and simple and in every way suitable for educational purposes, but also remarkably comprehensive of **that which is basic in American ideals, history and tradition, as expressed by the founders of the Republic and its leading statesmen and writers.** On April 3, 1918, in the presence of members of the Senate and the House of Representatives, THE AMERICAN CREED was formally accepted in the name of the United States Government by the Speaker of the House, and it was there read in public for the first time by the United States Commissioner of Education, who has officially commended it as "a Creed worthy to be learned and accepted as a guide to action by all Americans."

rules make it appear best to withhold action until the next meeting of the commissioners; also excepting all cases where teachers are to attend Summer School or take examinations. No teacher, who should have taken the teachers' examinations and who fails to do so, shall be reappointed.

On the motion of Mr. Knudsen, seconded by Mr. Smith, the Superintendent was authorized to fill remaining vacancies, in consultation with the commissioners of the respective districts covered, and to send to the coast for teachers when need arises.

Attention was called to the fact that the old practice of awarding high school and normal school diplomas before the final examination papers had been carefully examined at the office of the Department was not satisfactory, and it was decided that only temporary certificates of graduation shall be issued in the future, mainly for the purposes of the graduation exercises, but that the regular diplomas shall be issued only after the examination papers have been examined and approved by the Department officials of the head office.

STAR-BULLETIN SCHOOL AND HOME GARDEN CONTEST

The Star-Bulletin School and Home Garden Contest for 1918 has reached a successful close. The boys and the girls who have anxiously awaited for the announcement of prizes will hear the results. The contest opened in January and closed on May 31st to the complete satisfaction of those who were in any way connected with it.

Gardening has become a patriotic duty with us, and the Star-Bulletin arranged the contest to encourage our young people in their efforts. The wonderful results show that the object of the contest has been accomplished, for, throughout the whole United States, there is no more earnest and loyal workers to be found than among our school and home gardeners.

At intervals, the gardens were visited by several judges, and, as the contest progressed, it became increasingly difficult to decide which gardens were the best. The decision, which has finally been made, is as follows:

Kahuku takes first place, with Waianae a close second, and Waialua comes third. Several other schools pressed Waianae and Waialua for the second and third prizes. Some schools were not heard from at all, where a fine showing would have been made without doubt, if land had been available for their use. We hope that, by the time the next contest is scheduled, some arrangements will have been made so that every school may have a garden.

Systematic management by Mr. Perreida, coupled with the untiring diligence and perseverance of the children, captured the first prize for Kahuku. They cannot be too highly commended for their efforts, and are to be congratulated on their success in carrying off the first prize for the second time.

The home gardens in all the schools have greatly increased in area, and their value to the children and parents of the community cannot be overestimated. The increase in the number and area of school and home gardens on Oahu is most encouraging, and the Star-Bulletin Garden Contest has certainly stimulated us in our efforts to "swat the kaiser."

Now, at the close of the school year, let us not forget that the kaiser is still waging his war, and we must continue to wage ours during the summer months, and, at the opening of school in the fall, be prepared to hit him twice where we only hit him once this year.

The list of prizes given in the Star-Bulletin Contest is as follows:

SCHOOL GARDENS

Kahuku	1st prizes
Waianae	2nd prize
Waialua	3rd prize
Waiahole	4th prize
Pearl City	5th prize
Hauula	Honorable Mention
Wahiawa	Honorable Mention

HOME GARDENS

1. Joquin Domingos, Kahuku	6. Kiyoshi Sonada, Kahuku
2. Geo. De Silva, Kahuku	7. John Rodrigues, Kahuku
3. August Landgraf, Ewa	8. Hosae Shiratori, Kahuku
4. Sangee Maeda, Kaneohe	9. George Leach, Manoa
5. Louis Robello, Kahuku	

AWARDS ON MAUI

(Third District)

HOME GARDENS

First—Paia School.
 Second—Puunene School.
 Third—Hamakuapoko School.
 Fourth—Haiku School.

HOME GARDENS

First—Naoki Matsueda, Haiku School.
 Second—Masaru Teshima, Kihei School.

Third—John Andrade, Paia School.
 Fourth—Frank Farias, Haiku School.

Honorable Mention

Minoru Fukuda, Puunene School.
 Sueo Sato, Haiku School.
 Virginia Texeira, Waihee School.
 Makaila Petro, Hamakuapoko School.

(The third district is central Maui. It includes 21 schools.)

AWARDS ON OAHU

First—Kahuku School.
 Second—Waianae School.
 Third—Waialua School.
 Fourth—Waiahole School.
 Fifth—Perl City School.

Honorable Mention

Hauula School.
 Wahiawa School.
 Kaneohe School.
 Ewa School.
 Manoa School.

HOME GARDENS

First—Joaquin Domingos, Kahuku.
 Second—George de Silva, Kahuku.
 Third—August Landgraf, Ewa.
 Fourth—Sangee Maeda, Kaneohe.
 Fifth—Louis Robello, Kahuku.
 Sixth—Kiyoshi Sunoda, Kahuku.
 Seventh—John Rodrigues, Kahuku.
 Eighth—Hosai Shiratori, Waiahole.
 Ninth—George Leach, Manoa.

THE UNITED STATES BOYS' WORKING RESERVE; ITS AIM AND SPIRIT

Obviously the United States Boys' Working Reserve has but one aim; as the name implies it is intended to fill up the ranks of labor so alarmingly depleted by the call to arms. It is for this reason that the movement is not a child's play, nor competitive with any other existing organization, but the "army behind the army," "the second line of defense!"

Consider what it means to feed the army alone. The American army consumes each day $4\frac{1}{2}$ pounds of food per man. The daily supply of food for the army is 6,750,000 tons. This includes 810,000 tins of jam; jam requires sugar and Hawaii produces sugar. The American army wants nearly all the pineapples Hawaii can produce. Every section and state in the union contributes its share of the soldier's daily bill of fare and it is not necessary to consume space to enumerate these separate items. But after we have the enormous figures in pounds of food required daily by the army we have only a small fraction of the amount required by the civilians of our country and those of our allies. So that each section ought to furnish a larger percentage of the civilian food supply than of the army. Hawaii does not supply

herself in some of the commonest necessities of life and it therefore becomes all the more necessary that she contribute what she can of the general supply that is in demand. Besides contributing sugar and pineapples, Hawaii can help as well by increasing her own self support in meat, vegetables and fruit.

Important as boy labor is in relation to the food supply there are certain by-products in such a movement as the Boys' Working Reserve which need to be carefully cultivated and guarded by the leaders of youth. (1) The Boys' Working Reserve affords young men just under draft age their opportunity for an expression of their patriotism in a highly constructive form. (2) It exalts manual labor to a degree never before known since a war of such gigantic proportions requisitions all the material resources of a great nation. (3) It should develop habits of thrift for no boy is asked to work without pay and it is such pay as would have surpassed the youthful dreams of his father before him. (4) Manual labor, particularly in the open air, together with regular hours of physical exercise, meals and sleep, are conducive to vigorous health and is bound to harden muscles that will be equally serviceable in football or in fighting should they be called eventually into military service.

In accordance with our plan set forth in the Review last month every public and private school where there are boys between the ages of 16—21 has been made an enrollment center, and these with other stations number about 200. Over 3,000 duplicated cards have been distributed at this writing (June 3). As the enrollment has just commenced, few reports have come in; about 350 boys have been reported so far, including 100 boys in Honolulu who are to go to Makaweli, Kauai. Let it also be said that the response on the part of the public school principals and others who have been named to assist in promoting the plan has been loyal and encouraging. Among those employing boy labor some have volunteered their sympathetic co-operation and special consideration for members of the Reserve. These are Mr. J. D. Dole and Mr. George E. Fisher of the Hawaiian Pineapple Company, Mr. Alwin Fraser of the Hawaiian Presrving Company, Mr. B. D. Baldwin of Makaweli, Mr. E. H. Broadbent of Grove Farmn, Kauai, and Mr. A. W. Carter of the Parker Ranch.

The spirit of the Boys' Working Reserve is unselfish patriotism. Let no hesitancy occur in proclaiming that. While it is legitimate for a boy to make all the money he can this summer, his chief motive should be the consciousness that he is helping to win the war. This ought to guarantee satisfaction to employers. The boys can put "heart" into their work; no true patriot, no soldier of the allies, whether in furrow or trench, will be a slacker in his work. He is helping himself, his employer, his country, all mankind by the sweat of his brow in productive industry—can any red-blooded boy decline to work with an inspiration like that? We rather think it will be more difficult to restrain these youths whose ambition and patriotic fervor exceed their years—the boys of 14, say. What shall we do with the boys under

16? The question has come in already from many enrolling centers. As fast as we can get word around we are replying, enroll the lads that are physically fit in the judgment of the enrolling officer. If the United States Government will not allow us to award the national badge of honor we will give a special one representing our Territory.

During the summer it is the plan to keep in touch with the Boys' Working Reserve, not more to see that they are keeping their contract with us, than to give them a cheer in their work. It may be wise in the largest centers to put on a Boys' Working Reserve parade, as they have done in many places in the states, marching through the streets, singing the "Battle Cry of Feed 'EM." But whether there be public demonstrations, with banners and bands, or quiet, individual counsel between boy and enrolling officer, let no effort be spared to inculcate the aim and spirit of the Reserve among our young citizens of Hawaii nei and so respond to the President's call:

THE PRESIDENT'S CALL TO FARM

Permit me to express my great appreciation of the work undertaken by the United States Boys' Working Reserve. To give to the young men between the ages of sixteen and twenty-one the privilege of spending their spare time in productive enterprise without interrupting their studies at school, while their older brothers are battling in the trenches and on the seas, must greatly increase the means of providing for the forces at the front and the maintenance of those whose services are needed here. It is a high privilege, no less than a patriotic duty, to help support the nation by devoted and intelligent work in this great crisis.

Let me express the hope that the young men of the country not now permanently employed may eagerly enter the Boys' Working Reserve to fit themselves by training and study for good citizenship and productive service. In this way they can show themselves worthy of patriotic fathers who have fought for democracy in the past, sustain their patriotic brothers who are fighting for it today, and command the affectionate pride of the brave mothers who are silently bearing the burdens at home.

NOTICE TO PRINCIPALS!

As the schools are closing for the year on June 28th, principals are hereby instructed to forward their reports—Form. No. 2 and Form No. 9, FOR THE MONTH OF JUNE, 1918, on June 28, instead of on the 25th, the usual date for sending in these reports.

JUNIOR RED CROSS AUXILIARIES ATTENTION!

All Junior Red Cross Auxiliaries on Oahu having materials on hand which have been supplied by the Red Cross, are requested to return to the Red Cross before the close of this term, all articles whether finished or unfinished.

AGE AND NATIONALITY OF HIGH SCHOOL PUPILS

A study of the age and nationality groups of the Territorial high schools was made at the end of the second term of the present school year.

There were thirteen pupils in the high schools under 14 years of age and six pupils over 20 years of age. The largest age group was that of 17 years, which contained 180 pupils. The next in point of numbers were those of 15 years and 16 years, containing respectively, 127 and 146 pupils.

In the nationality divisions, we find that among American pupils there were more girls than boys, the numbers

being 45 boys and 54 girls. Among the Japanese, there were 203 boys and 31 girls; of the Chinese, 152 boys and 37 girls; of the Portuguese, 18 boys and 22 girls. The average age was 17.6 years.

The average age for the first year was.....15.6

The average age for the second year was.....16.7

The average age for the third year was.....17.3

The average age for the fourth year was.....18.6

A summary of the ages, nationalities, sexes and school years is given below:

DEPARTMENT OF PUBLIC INSTRUCTION

HAWAII

SUMMARY HIGH SCHOOLS

For the term ending March 29, 1918.

NUMBER PUPILS BY NATIONALITY AND AGE

Nationality	Under 14	14 Years	15 Years	16 Years	17 Years	18 Years	19 Years	20 Years	21 Years	22 Years	23 Years	Boys	Girls	Total
Hawaiian	1	1	3	6	1	1	1	1	..	..	..	10	4	14
Part-Hawaiian	9	20	17	18	8	3	3	1	..	..	..	39	40	79
American	3	20	23	18	18	12	3	2	..	..	..	45	54	99
British	1	1	3	5	3	2	1	1	..	..	..	11	5	16
German .....	..	..	1	3	1	2	..	..	..	..	..	3	4	7
Portuguese	3	4	6	7	12	5	1	2	..	..	..	18	22	40
Japanese	5	13	41	48	68	35	13	10	1	..	..	203	31	234
Chinese	1	13	29	44	52	31	12	4	1	1	1	152	37	189
Porto Rican .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Korean .....	..	..	1	..	2	1	..	..	1	..	..	4	1	5
Spanish .....	..	..	2	..	..	1	1	..	..	..	..	2	2	4
Russian .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Filipino .....	..	..	1	..	..	..	..	..	..	..	..	1	..	1
Other Foreigners..	..	..	..	1	..	..	..	..	..	..	..	..	1	1
Totals	13	61	127	146	180	98	35	23	4	1	1	488	201	689

NUMBER PUPILS BY YEAR AND AGE

1st Year	13	56	98	60	14	14	3	1	1	..	..	249	88	337
2nd Year .....	..	3	23	39	66	23	6	2	..	..	..	112	50	162
3rd Year .....	..	2	6	14	40	32	8	3	1	..	..	72	34	106
4th Year .....	..	..	..	1	12	28	17	16	1	1	1	52	25	77
Specials .....	..	..	..	1	2	1	1	1	1	..	..	3	4	7
Totals	13	61	127	146	180	98	35	23	4	1	1	488	201	689

FLAG EXERCISE—A Dialogue

(Suggested by a teacher at Wahiawa School).

These questions should be asked by one of the youngest pupils to one of the oldest, while others stand at rest, listening respectfully. The flag may be held in a vertical plane. It should be visible to all.

Small Child—What is this flag?

Large Child—It is the sign or emblem of our country.

S. Ch.—What is our country called?

L. Ch.—United States of North America, Columbia, Land of the Free.

S. Ch.—How did our country become free?

L. Ch.—A German king, George III, who ruled England, tried to conquer the American Colonies. He hired German soldiers to fight them. By God's help, George

Washington, our leader, conquered and our country became free—a great nation—the United States of North America.

(At this point, the listening pupils may say "Hurrah!")

S. Ch.—I hear of a great war now. What is it?

L. Ch.—Another German king—William Hohenzolern—sometimes called "The Kaiser," is driving men toward slavery. He is trying to make the strong rule the weak, the rich rob the poor and has filled the earth with sorrow. We and twenty other nations, called the "Allies," are fighting him.

S. Ch.—Where is this war?

L. Ch.—Our soldiers are fighting for us in Europe, but all good Americans must help.

S. Ch.—How may one become a good American?

L. Ch.—Each one of us must first conquer himself. We must learn to be honest, to work hard, to tell the truth, to be kind to all.

S. Ch.—How can I help win this war?

L. Ch.—Each one of us children can save his money and raise food to help our government, can learn to respect authority and become true Americans.

S. Ch.—Let us all salute our flag.

Children stand at attention while flag is raised. All repeat:

"I pledge allegiance to our flag and the principles and country for which it stands. I will strive to become a loyal, true American."

Some teacher announces a patriotic hymn. After hymn,

some one, or all in unison, repeat the invocation with bowed heads:

"God bless our country and our flag."

DEPARTMENT OF PUBLIC INSTRUCTION, TERRITORY OF HAWAII

In order to economize in the expenses of the Department and also to teach the pupils to use, without waste, the materials furnished them, the following allowance of school supplies has been fixed by the Department.

The Department does not furnish examination paper for examinations other than those sent out by the office. This pro rata is for one school year:

White Crayon—13 boxes per 50 pupils.

Colored Crayon—1 box per room.

Pens—6 boxes per 50 pupils above 4th.

Penholders—1 per pupils above 4th grade.

Blackboard Erasers—1 per 4 pupils.

Ink—3 quarters per 50 pupils above 4th.

Blotters (cut)—6 per pupil above 4th grade.

Blotters (desk)—3 per room.

News, 4x6—1 Pkg. per pupil 1st to 3rd (inclusive).

News, 6x9—1 Pkg. per pupil 4th to 8th (inclusive).

Drawing Paper—20 sheets per pupil above 4th.

Chart Paper—3 sheets per room.

White Examination Paper:

School Letter Heads—15 sheets per pupil 5th grade.

School Letter Heads—25 sheets per pupil 6th and 7th.

School Letter Heads—45 sheets per pupil 8th grade.

Rulers—1 per pupil per 1st to 4th (inclusive).

Paste—2 bottles to every three rooms.

Plan Books—1 per teacher.



A Group of Boy Knitters at Central Grammar School, Honolulu. Members of the Junior Red Cross.

Hawaii Educational Review

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Henry Walsworth Kinney, Superintendent of Public
Instruction, Editor.

WINNING THE WAR

When will this war we won? To that question, often on our lips and always in our hearts, a distinguished Englishman has answered, "In 1935." That means, of course, that after the tumult and the shouting die, after the sacrifices have been offered on the altar of Moloch, this war will really be won by the nations that emerge from the conflict with the best assets in men and women. And these men and women are the boys and girls now in our schools.

Our country entered this world conflict with clean hands and a pure heart, if ever a nation so entered upon a war. The immediate task before us is to prevent the triumph by force of a type of government and a theory of life in which we do not believe. We are addressing ourselves loyally, unflinchingly, to this stupendous, all-engrossing task. We believe that it is of supreme importance to the future of mankind that this task be well and thoroughly accomplished, that the result will be more than worth the staggering cost.

In the background, nurturing the great reserves of humanity on which the future must be built, stand the schools, never so important, never so indispensable as now. The biggest of all conservation projects, the conservation of our boys and girls, has, in the main, been turned over to the schools. The responsibility thus placed upon them would be appalling if it were not so tremendously inspiring. It challenges every man and women engaged in school work to higher endeavor; it forces them to draw on hitherto unknown reservoirs of enthusiasm and of strength; it brightens ideals that had been dulled by routine and it sets up new ideals of surpassing splendor. Never in the world's history could a man or woman say with nobler pride, "I am a teacher."

C. H. THURBER.

January, 1918.

CONDUCT OF EXAMINATIONS

A few suggestions in regard to the conduct of examinations may be helpful to some of our teachers. At times, teachers complain that it takes too long to put the questions on the board, especially when there is more than one grade in a room.

It is possible for the teacher to arrange the work so that all pupils may start within a few minutes after the questions are opened. In practically all examinations there are two questions which are optional. It is evident then that when a teacher has put three questions on the board, the pupil must choose at least one of these for his examination paper. It would be best to put three questions from each set on first, rather than

to put on all the questions of one set and then begin the second.

Another method is to have a pupil who is a good pen man and who does neat and accurate board work to assist in putting the questions on the board. A bright pupil from one of the upper grades might be used for this purpose. The teacher, however, should go over the questions on the board very carefully and compare them with the original questions to make sure that there have been no errors or omissions. This can be done easily after all the questions have been placed on the board.

Wherever ingenuity is exercised, it is possible to fulfill all the requirements, and the pupils may have ample time to write the examinations.

LITERATURE AND COMPOSITION

There seems to be a general misunderstanding on the subject of literature and composition. Many teachers correct the papers for facts alone, as they would an examination in history, or geography. All questions asked in this subject should be graded for their value in composition. The literature furnishes a fund of material on which the composition work may be based. The pupil is also expected to know the literature studied but the examination is to test his ability in written composition.

If the question asks that the pupil write a letter, this letter is supposed to have all the requirements of a good letter in form and content. In the Eighth Grade, the expression of thoughts and ideas should be clear and concise; the pupil should show that he is able to write a creditable letter with all that that implies. It is not expected that questions in literature and composition will be answered with a few words.

In the June examinations, literature and composition is divided into two groups: Group A and Group B. The questions in Group A should be graded for their composition value exactly the same as Group B. In the past, there has been a tendency to think that the examination was on literature and not composition, except where the pupil was asked to write a composition on some specified topic.

OAHU, 1918

EIGHTH GRADE PUPILS' PLANS FOR THE FUTURE

The following table shows the plans of pupils graduating from the 8th grades of the Oahu public schools. It is gratifying to note the large number of pupils who expect to continue in advanced school work.

To attend McKinley High	275
To attend Territorial Normal	98
To attend private schools	17
To attend Summer School	2
To work	21
Not decided	22
To take up nursing	2
To mainland	2

**THRIFT AND WAR SAVINGS STAMP CAMPAIGN
SCHOOLS OF EAST HAWAII
TO APRIL 30, 1918.**

School	Enrollment	Value of Thrift and W. S. S.	Average per Pupil	Rank
Olaa	298	\$ 469.45	\$1.58	1
Honokaa	315	372.20	1.18	2
Kurtistown	130	124.50	.96	3
Papaikou	514	442.60	.86	4
Hakalau	286	223.45	.78	5
Paauhau	177	130.30	.74	6
Keakealani	16	10.50	.66	7
Pahoa	191	111.50	.58	8
Kapoho	76	39.40	.52	9
Pepeekeo	248	105.00	.42	10
Laupahoe	204	73.80	.36	11
Honumu	330	109.10	.33	12
Paauilo	290	85.50	.29	13
Ahualoa	94	26.35	.27	14
Mountain View	205	51.15	.25	15
Kukuihaele	140	30.65	.22	16
Kaapahu	115	22.35	.19	17
Ookala	131	24.75	.19	18
Piihonua	32	5.00	.16	19
Waiakeauka	95	12.25	.13	20
Kapulena	76	8.75	.11	21
Kapehu	85	8.50	.10	22
Kaumana	97	6.90	.07	23
Happy Home	36	1.75	.05	24
Ninole	205	7.50	.04	25
Kaiwiki	77	2.25	.03	26
Glenwood	21	.50	.02	27
Kalapana	29	.....	.....	.....
Kauaea	34	.....	.....	.....
Waipio	67	.....	.....	.....
Totals	4,614	\$2,505.90	\$0.54	.....

ANNUAL SUMMER SCHOOL

The annual session of the summer school will be held from July 8th to August 2nd, 1918, at the Territorial

Normal School, Honolulu. The examinations for teachers' certificates will be held on the 5th, 6th and 7th of August, following the close of the summer school.

All teachers should have their registration blanks filed with the Department before the opening of the school on July 8th.

The school will be in charge of Director Cyril O. Smith and the following staff of teachers;

F. A. Clowes.....	Agriculture
William McCluskey	Methods
Miss Grace Snelling.....	Mathematics
Miss Dorothy Stendel.....	English
B. O. Wist.....	History
Miss Blanche Mast.....	Domestic Science
Miss Georgia Wolfe.....	Hygiene
Benjamin Mello	Shop Work
Miss Lorna Amy	Geography
Miss Aileen Morrison.....	Drawing and Story Work

A LETTER TO PUPILS

Dear Boys and Girls of America:

As I write this letter I think of the millions of happy children in school and out, all over our broad land, and I wonder how many of you really know that you can help win the war.

On every side you hear of war, war.

The papers are full of it, your parents talk about it, everywhere are soldiers, do you really know what it means? Do you know that it means hunger and cold and disease and death? I do not mean death from shells but death from starvation.

Never in all the world's history have there been so many starving people.



A Patrol of Boy Scouts, Puunene School.
This school won Second Prize in the Star-Bulletin Garden Contest 1918.

It is very bad when strong men and women are hungry, though they are brave and wise and can understand why it is. But it is cruelly hard when little children, even little babies and tots like your own little sisters and brothers die because they have no food.

In Poland, one of the countries which Germany has captured, practically all the children under five years of age are dead. They have starved. Many children of France and Belgium never have enough to eat. So it is in all the countries where there is fighting.

And we must think not only of the little children, but also of their brave fathers and brothers who are fighting to save their countries. We must think too of the poor mothers left at home working hard from morning till night in the fields, taking the places of the men who are fighting. They even drag the heavy plows because their horses and cattle have been killed.

These brave men and women cannot fight and work unless they have food.

You too, have brave soldier fathers, brothers, uncles, and cousins fighting in France. They must not be hungry.

But where is this food to come from?

Who has enough to divide?

America.

This glorious country of ours must feed the world!

Let us see why America must be the one country to do this.

As we said, only women are left to plant and till the fields in England, France, and Italy. England is too small to raise enough food to feed the English people. The beautiful fields of France are torn by shot and shell. Great battles are taking place where in times of peace crops of grain were grown. France cannot feed herself. So it is with Italy. War has reduced her crops so that the people must have food from other countries.

"What about Australia and South America?" you ask.

"Can't they send food to Europe?"

Yes, if they had ships, perhaps.

But it is a long, long way from Australia and the ships would never reach Europe because of the submarines. It is also a long way from South America to Europe, and South America can help but little.

So our country must feed the nations who fight our battles.

But America cannot feed them unless every man, woman and child helps.

We have sent tons and tons of grain across to these hungry peoples. Again and again our ships have carried wheat, meat, sugar and fats to feed the fighters.

But we must send more, and still more, to win the war.

"What do they need most? What can be sent best and easiest?" you ask.

Wheat, because wheat will keep longer than any other grain, it is easier to ship, and means bread for them. They can live without sugar, and we have plenty of meat for them, but we must send wheat.

Now you are wondering why I tell you all this.

Because we won't have wheat to send if we eat as much as we are eating now.

This means that unless we are willing to give up our nice white bread, our crisp toast, our pies and cakes made of wheat, the little boys and girls, and the men and women across the ocean will starve.

Are you boys and girls of America willing to sit down to a table full of good things while little children like yourselves go hungry to bed, crying for even a little bit of bread? Sometimes they have no beds to which to go, no homes. Even these have been destroyed.

There are many delicious breads which your mothers can make by recipes which the Food Administration will gladly send them. In these breads are used potatoes, corn flour, rice flour, barley flour, oat flour, and other flours.

But the best thing you can do is to eat potatoes.

There are millions of bushels of potatoes which must be eaten before the new crop comes in.

These are so good, too!

Bake them with their jackets on, eat them with lots of butter and salt. No bread and butter is half so good! Boil them, cream them, fry them. There are dozens of ways of eating them, and all are good ways.

It will take brave, true hearts, boys and girls, to give up our bread and our toast. But you, are Americans. Americans must be brave. They have always been brave.

Will you have it said that little Karl in Germany, or little Marie in France, or little Lucia in Italy has a braver heart than you?

The little German boy or girl when told he can have no bread, says, "It is for Germany."

The little French boy or girl when told he can have no bread, says, "It is for France."

The little English boy or girl when told he can have no bread, says, "It is for England."

You American boys and girls can say more than "It is for America." You can say:

"It is for Freedom. It is for Liberty. It is for the whole world. We will gladly give up anything you ask. Our hearts are as brave as German hearts. They are as brave as English hearts, as brave as French hearts, as brave as Belgian hearts, as brave as Italian hearts. We are glad to give up wheat."

Now, dear boys and girls, I am not writing this just to the little boy or girl who sits next to you in school or the one who lives across the street. I am writing it to you.

If I could see you, I would point my finger directly at you, look you straight in the eye, and say,

"I MEAN YOU."

"Have you a brave heart?"

"Can you eat potatoes and save wheat?"

"Are you willing to give up breads and pastries, and cakes made with wheat?"

"Are you brave enough to go home to your mother and tell her this?"

If you can look me straight in the eye and say "Yes" to all these, then everyone will know that you are a true-hearted American. Your soldiers will be proud of you, for they will know that you are a soldier, too.

The Food Administration will be proud of you, for it will know that a big army of boys and girls is going to help win the war, by saving food.

Now just a few words about your mothers.

If you are to be brave soldiers your mothers must help you. They must learn to make breads from other things than wheat. They must cook nice mealy potatoes.

They must give you plenty of good sweet milk, and buttermilk. They must be wise and patient and kind, and remind little soldiers when they forget.

For little boy and girl soldiers, like big fighting soldiers, must have plenty of food to be good fighters.

Now, dear boys and girls, I must end my letter with this:

Be a brave little soldier; don't be a slacker.

Don't eat any wheat when you can get anything in place of it.

AND DON'T WASTE ANYTHING.

Appointments for 1918-1919

The Department of Public Instruction is now giving out the list of appointments as decided upon at the meeting of the Commissioners of Public Instruction, which was held on Monday and Tuesday, May 27th and 28th.

As usual, all of these appointments were made subject to the condition that they are all tentative, and that no contracts are to be issued until after the final grade examinations are over, when contracts shall be issued as soon as possible, except in cases where marked inadequacy of the examination results or violations of the rules make it appear best to withhold action until the next meeting of the Commissioners; also excepting all cases where teachers are to attend summer school or take examinations. No teacher, who should have taken the teachers' examinations and who fails to do so, shall be reappointed.

While most of the requests made by teachers for transfers were granted, it was impossible to arrange all of these at present. The remaining requests, will however, be considered whenever suitable occasion occurs and there are, undoubtedly, a number of teachers on the lists given out who will be able to secure their transfers before school opens in September, as these lists are subject to constant revision during the summer months.

LIST OF APPOINTMENTS FOR THE SCHOOL YEAR 1918-1919

SCHOOL FOR DEFECTIVES

Miss Gertrude A. Mason, Miss Sara McBride, Miss Eva J. Smythe, Miss Frances E. Johnson.

VOCATIONAL INSTRUCTORS

Oahu: Ken C. Bryan, Mrs. Jane M. Otremba.

Kauai: E. Allen Creevey.

Maui: R. C. Bowman.

Hawaii: F. A. Clowes.

SUPERVISING PRINCIPALS

Oahu: Jas. C. Davis, Miss Margaret Mossman.

Kauai: Miss Bernice Hundley.

Maui: George S. Raymond, William H. Meinecke.

Hawaii: Miss Bertha Ben Taylor, Eugene Horner.

Normal School: Edgar Wood, Harlan Roberts (vice), Miss M. Ida Ziegler, Mrs. Lila G. Marshall, Miss Ruth

C. Shaw, Miss Ada S. Varney, Miss Ida Macdonald, Miss Helen Pratt, Mrs. Jane Otremba, Lester Hull, Miss Hedwig S. Otremba, Miss Margaret F. Shaw, Miss Jessie L. Deems, Mrs. Jean Wyatt, Miss Lorita Purrier, Miss Leta Atkinson, Mrs. Pearl W. Weidemann, Miss Leone Jopson, Miss Florence Macaulay, Miss Lucile Roberts, Mrs. Bessie Stevens, Miss Olive M. Day, Miss Addie V. Baab, Miss Irene M. Grady, Miss Ethyl Burgan, Miss Edna Anderson, Miss Ellendar Mills, Miss Cora Keeler.

Practice Department: Miss Frances H. Otremba, Miss Lorna H. Jarrett, Miss Ida Caro, Miss Gladys Rickard, Miss Charlotte B. Betts, Miss Olive K. Hamilton, Miss Madeleine Cummings-Smith, Miss Helyn Schimmelfennig, Miss Lola Shields, Miss Gladys Traut, Miss Grace Snelling, Miss Adele McCord, Miss Eva M. Farley, Miss Katherine Dukes, Mrs. Eva Trockmorton, Miss Frances McAllister, Miss Inez Durnford, Miss Pansy Knoll, Miss Georgie Wolfe, Miss Helen J. Lee.

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THIRD TERM, 1917-1918

June 19, 1918

Grades VII, VIII Grammar 9:00-11:30

June 20, 1918

Grades I-III Language 9:00-10:00

Grades IV, V Language 9:00-10:30

Grades VI-VIII Literature & Composition 9:00-11:30

June 21, 1918

Grades I-III Geography 9:00-10:00

Grades IV-VIII Geography 9:00-11:30

Grades I-VIII Spelling 12:30- 1:00

June 24, 1918

Grades I-III Hygiene & Sanitation... 9:00-10:30

Grades IV-VIII Hygiene & Sanitation... 9:00-11:00

June 25, 1918

Grades I-III Story Work 9:00-10:30

Grades IV-V History & Stories..... 9:00-11:00

Grades VI-VIII History 9:00-11:30

June 26, 1918

Grades I-III Arithmetic 9:00-10:30

Grades IV-VIII Arithmetic 9:00-12:00

Principals will give assistants the proper examination questions each day at the time scheduled.

Examination questions for grades one to four will be on sheets arranged in proper order, so that a set may be cut off for each examination.

All pupils reported in Grade I are to be given the opportunity to try the examinations. Where first grade questions may be answered orally, it will be so specified

on the examination papers sent out by the Department.

In rooms having more than one grade all pupils must be allowed the full time allotted for the examination.

No pupil will be excused from the examination except for absolute necessity.

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In a remarkable way these authors have succeeded in bringing the story of the world from the first purpling of the dawn of civilization to the wonders in science and the industries today within 500 pages. They are brief without being lifeless. They have winnowed wheat from chaff, without soliciting your praises therefor. They have woven fact into fabric that is attractive in itself. They have availed themselves of every latest feature of the bookmaker's art and the pedagogue's skill, in order to make everything clear.

—Journal of Education, Dec. 6, 1917.

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Hawaii Educational Review

THE TERRITORY OF HAWAII IS AN INTEGRAL PART OF THE UNITED STATES OF AMERICA

Vol. V. No. 17.

SEPTEMBER, 1918.

Price, 10c



A group of teachers attending the Territorial Summer School, Honolulu, 1918

COMMISSIONERS' MEETING

Commissioners of Public Instruction met at the office of the department on Tuesday, August 20th, the meeting lasting throughout the day. The principal business was the making of additional appointments.

A petition was received from residents of Kahaluu, asking for the erection of a school at that place. The Superintendent stated that steps had already been taken towards securing land for a school and that such a school would be established as soon as the necessary land had been secured.

Owing to the possibility of there being difficulty in securing qualified teachers for principals of the smaller

schools, it was moved by Mr. Blackman, seconded by Mr. Smith and carried unanimously, that, in cases of vacancies in the principalships of two room schools, where teachers holding primary certificates are not available, teachers not holding such certificates may be appointed as acting principals.

The report of the Examination Board on the results of the eighth grade examinations was read. It was found that in a number of cases the marks given by the teachers had been reduced considerably by the Examination Board, and it was decided that a committee of three be appointed for each island, consisting of the Commissioner, the Supervising Principal, and the principal of

the high or normal school, to take up the question of each pupil, where the examination marks disagreed.

It was moved by Mr. Blackman, seconded by Mrs. Richards, and carried unanimously, "that the board endorse the findings of the Examination Board and request the Superintendent to notify each principal mentioned as to the report made on him or his assistants."

In this connection, the Examination Board made several suggestions for the changing of the rules governing examinations, and these were supplemented by suggestions contained in a letter from several principals that daily work be counted in the marking of pupils. It was finally decided to adopt the following rule:

RULE 22. The passing grade in Story, History, Arithmetic, Hygiene and Sanitation, and Geography shall be 75 per cent, which shall be determined by dividing the sum of the grade given by the teacher for daily work in recitation, preparation and written tests for the year, and the mark obtained in the June examination by two.

In subjects related to the study of English (language, spelling, composition, grammar) the pupil must obtain a net mark of 75 per cent in each subject in the June examination.

The grade given for daily work by the teacher and the grade obtained in the examination must be reported separately to the Department.

AN APPEAL TO THE SCHOOLS.

The following letter has been sent to the Supervising Principals:

Honolulu, T. H., Sept. 19, 1918.

Dear Sir:

The schools of Hawaii have been called upon by the American Red Cross organization in Washington to furnish their share of the property bags and scrap books, which are needed for the use of the forces now in France. The order was contained in the following wireless message from Washington to Superintendent H. W. Kinney:

"Your allotment for Junior work, five thousand scrap books, must be shipped December fifteenth, fifteen thousand property bags by October fifteenth. Instructions from Honolulu Chapter."

It will be noticed that 15,000 property bags must be finished by October 15th, giving only about three weeks in which to get these ready. These are simply bags about a foot square and furnished with a draw string. They are used for the purpose of keeping together the small belongings of soldiers who are confined at the hospitals. Full directions for the making of these should be obtained from the proper Red Cross officials. These officials will also furnish the necessary material.

At a meeting held at Red Cross headquarters, it was decided that the private schools are to furnish 3,000 of these bags, while the public schools have undertaken to furnish 12,000.

The allotment has been made as follows:

Hilo town	1,000
East Hawaii, schools outside of Hilo.....	1,000
West Hawaii	1,000
Maui	1,000
Kauai	1,000
Oahu	7,000

The Red Cross workers from whom information and material is to be obtained are as follows:

Oahu.....	Mrs. Abe Lewis
Hilo.....	Miss Ivy Richardson, Hilo
East Hawaii, Mrs. Robert Wallace, Kealahakua	
	and Miss Jessie Richmond, Hilo
Maui.....	Mrs. Digbee Sloggett, Hamakuapoko
Kauai.....	Mrs. Chas. Rice, Lihue

The scrap books are described as follows:

"Kipling started the work in England, and the idea spread like wildfire. Hundreds of thousands of scrap-books were filled by the 'home-folks,' and sent as tokens of affection to the soldiers and sailors at the front.

"Military authorities are anxious to alleviate homesick hours in camp and dreary days in the hospital. To save them from sheer mental and spiritual shipwreck, soldiers must be provided with something which will take their minds off the horrors of modern warfare.

"Scrapbooks have done wonders for the men in whiling away the time and making life more pleasant for them. Colored pictures, short stories, poems and jokes are eagerly seized upon by the soldiers.

"Colored pictures are preferred to black and white. They must be attractive, cheerful and large enough to be seen easily. Comic cartoons and clippings with 'news' from home are enjoyed. Poems of sentiment are liked best by the soldiers, not war verse or anything 'blue.'

"Arrangement in all cases should be horizontal, so that it will not be necessary to turn the book in order to see. Above all, in selecting pictures and printed matter it should be remembered that these books are for **grown men** and not children."

At present the supply of blank scrapbooks is so limited that it cannot be drawn upon by the schools, but Mr. Castle has cabled to Washington for the number needed by the schools, and as soon as these are on hand they will be distributed throughout the islands.

The private schools will probably handle 1,000 the public schools 4,000 of these books. In the meantime, it will be well to have the children, who are to undertake this work, collect material which is to be inserted in these books, in order that when the books arrive, little will remain to be done except the pasting in and arranging of the pictures and other material, which is to be inserted in the books.

In distributing this work, no attempt should be made to cover all the schools as, owing to the limited time placed at the disposal of the workers, it will be necessary to concentrate effort as much as possible. It will therefore, be best to allot work, particularly that con-

nected with the bags, to only the large schools. It is important that no material be wasted and, for that reason, only the responsible pupils may be allowed to work on these bags.

The work should be done on the school premises as far as it is possible, but responsible pupils may be given material to work upon in their homes. Each supervising principal has been given a free hand as to the distribution of his allotment in his own district, and he can use his discretion in regard to the schools where the work is to be done, and the amount of work to be done in each school. Of course, those having several sewing machines should have the preference.

In closing, it should be emphasized that promptness in finishing this work is very essential. The United States has been able to astonish the world, and even its own inhabitants, by its wonderful ability to perform great tasks within periods of time, which a few months ago would have been thought to be utterly inadequate. Under these circumstances, Hawaii's school children must, of course, not fail in the comparatively light task which has been placed upon their shoulders.

Yours very respectfully,

HENRY W. KINNEY,

Chairman, Chapter School Committee.

THE UNITED STATES BOYS' WORKING RESERVE—HOW IT WORKS IN HAWAII NEI

To say that the Boys' Working Reserve in Hawaii is a success would be a platitude. The general demand for the extension of the present vacation in order to allow the school children to help the planters through with the crop is abundant testimony. Not only did the "eligibles," 16 to 21 class, cheerfully enroll, but a couple of thousand younger brothers insisted on contributing their share of the labor needed by Uncle Sam to feed the Allies. Then the girls, bless them, they simply wouldn't be left out either. They could sort pineapples and hoe weeds—so why not?

For this reason it has been necessary to organize the Hawaii Junior Working Reserve to include the boys and girls who are not eligible to the U. S. Boys' Working Reserve proper. They are not eligible because the Department of Labor says so, that's all. Bye and bye they will not only be "eligibles," but they will be skilled workers and will occupy positions as lunas because they have had longer training. But anyhow they are to be recognized by the Territory of Hawaii as soon as their names and credits are reported by the enrolling officers.

The enrolling officers, 185 of them, came in for their share of the honors; at least the Reserve in Hawaii could hardly have been a success without them. Of these 175 are teachers and principals of schools. While not all of these were in a position to enroll boys for work in their respective localities, all responded courteously to the proposition and many took hold with enthusiasm. It is not possible to report the results with

absolute accuracy, as the returns are not complete. Of the boys in school 2800 are reported in the enrollment file, all over 14 years of age. Of those regularly employed less than 100 are reported to date. The county directors report about 2000 boys and girls belonging to the Junior Division.

Of more importance still is a careful checking up of those who have actually performed the required period of service and so merit a medal from Washington. It is necessary to know the name of the boy and the actual time he has worked before the badges can be delivered. Letters requesting the enrolling officers to check up their lists in this respect have been sent out with the hope that the information will be forwarded to headquarters as soon as possible.

The employers of labor from the Hawaiian Division of the U. S. Boys' Working Reserve are giving it high praise. Plantation managers from all the islands report that the work done by the boys is of a highly efficient order and that the spirit of cheerful, energetic labor in the fields exhibited by them is quite remarkable. The boys themselves declare they have had a happy, profitable vacation. Many valuable lessons have been learned; strong, lasting friendships have been formed; parents are pleased and the objective of the Boys' Working Reserve thus far accomplished.

Camp Baldwin, composed of 100 boys representing McKinley High, Iolani, Normal, Royal and Central Grammar schools, and located at Makaweli, Kauai, has been a successful experiment, proving the practicability of vacation camps on the plantation. To mobilize 100 boys of various ages, nationalities and school groups, many of whom were never off the island of Oahu before; some of whom never really worked before and all of whom had a natural or inherited contempt for the cane fields; to see these lads, in a strange environment, immediately stricken with an epidemic of influenza; then to go to hard work in the hot, dusty cane fields without physical preparation—and MAKE GOOD, is something to enthuse the American heart. These boys planted 143 acres of cane, preparing and irrigating the ground as well, besides other forms of work assigned. Of the 100 boys 85 met all the requirements of the Reserve. Eighty of them stuck it out for eight weeks and many would have worked longer had it seemed wise to continue the camp. The final comment of the plantation manager concerning the camp was: "In every way it has been a success."

The Boys Industrial School has worked as a unit with a new zest and a spirit which was "different" this summer. The Korean and Moiliili schools went out as units to help Uncle Sam. From Kohala came glowing reports of the local organization of the members of the Boys' Working Reserve, not only to work hard themselves, but for the purpose of rounding up slackers wherever they are to be found and for the sale of war savings stamps.

To be sure mistakes have been made. We cannot call our division 100 per cent perfect—yet. We have still

to check up on individual efficiency throughout the territory as already suggested. We have yet to award the badge to the deserving and to look out for the unworthy slacker. We have to hold the interest and support of the employer to the last ditch. Responsibility rests equally upon director, enrolling officer, employer and recruit, for this is a mutual enterprise. We have to look forward toward the next vacation period and plan to improve on our organization. Courses of study and training centers are being introduced in the schools of the mainland to make intelligent producers next year. Perhaps Hawaii can follow suit if we can have training courses adapted to the conditions.

Below we attach the statement of the Secretary of Labor and join in thanking the "educational forces" especially that have helped to make the first season of the Boys' Working Reserve a success in Hawaii:

JAY O. WARNER.

THE SECRETARY OF LABOR'S STATEMENT CONCERNING THE UNITED STATES BOYS' WORKING RESERVE

The Department of Labor has reason to congratulate its field organization upon the achievement of the United States Boys' Working Reserve, a branch of the employment service that from small and experimental beginnings, has already attained an importance claiming national attention.

Under fortunate leadership in the various States, the movement has grown to proportions which, in view of its recent inception and early handicaps, I regard as truly remarkable. The necessity that the country avail itself of boy labor on a large scale is upon us. That this should be done according to an intelligent plan is essential to the fullest utilization of this labor, together with due consideration for the welfare of our young manhood.

The boy power of the country can not be treated merely as productive mechanism. As a human element of the war machine it merits special consideration, and I am happy to see that it is receiving the thoughtful care of minds well trained in the problems of the American boy.

It is a delicate and responsible task to mobilize the vast productive forces latent in the youths of high school age, and at the same time to accommodate the workers to a new environment and surround them with physical and moral safeguards upon a standardized plan. I am gratified to say that this problem has been approached intelligently and conscientiously. The officials in control of the policies of the United States Boys' Working Reserve have the full vision of its possibilities and are making the most of them; and this with reference both to production and to boy-conservation.

The facts and figures for 1918, not yet complete, are eloquent of what may be expected of this vital branch of the Employment Service in the coming crop year. I look forward with confidence to a still more wonderful record by the United States Boys' Working Reserve in 1919.

Thanks of the Department of Labor are due to the governors of the States, the State Councils of Defense, the educational forces, and our agents in the field, for their unselfish devotion of time and effort to this important work.

W. B. WILSON.

WAR GARDENS

The gardening contest, conducted by the Honolulu Star-Bulletin, was most successfully carried out during the past year. The results in every way were even more satisfactory than those of 1916-17.

The system of judging and the distribution of prizes was especially satisfactory, and a great improvement over the previous year. The contest will be held again this year and all the pupils should plan to take part in it. It would be a good plan to adopt the slogan, "For Every Child a Garden."

The United States School Garden Army is an organization conducted by the Bureau of Education. It is proposed to supply each gardener with a metal insignia which is to be attached to the clothing. The Department has on hand one hundred of these insignia and a full supply will be furnished by the Bureau of Education. The posters are also ready for distribution.

The following letter will explain the plan of the United States School Garden Army, and describe the insignia and posters which are to be distributed to the various schools:

UNITED STATES SCHOOL GARDEN ARMY, DE- PARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

The United States School Garden Army insignia will be furnished to every enlisted garden soldier. They may be late in arriving, but they will come before the garden season closes. Enlist your soldiers, organize your companies, choose your officers, and proceed with the work of helping to win the war by increasing food production.

THE PIED PIPER POSTER

This is a beautiful poster 16 1-2x23, designed under the direction of Chas. Dana Gibson, for the United States School Garden Army. Its effective distribution can be made only through the superintendents, principals, supervisors, and garden teachers. The garden army officers will be most helpful in this. As the garden army has equal recognition as a war measure with the Thrift Savings Stamps and Jr. Red Cross, it should not be difficult to display this poster.

SERVICE FLAG

The Service Flag for the United States School Garden Army is the army insignia in blue on a field of white with a red border. This can be worked out by the girls in fabrics and sold or given to the army. Lithograph copies may be procured from the National War Garden Commission, Maryland, during the war, Washington, D. C., at

cost of printing. These may be had in two sizes: a large size 8x13 at \$2.50 per thousand or 25c per hundred, and a small size 6x9 at \$1.50 per thousand or 15c per hundred. Any enlisted garden soldier is entitled to the use of the flag.

We believe the liberal use of the service flag will aid greatly in stimulating and sustaining interest in this national movement. The United States School Garden Army service flag should become as common a sight in the home windows of America as the Red Cross or other emblems of war activities.

ESTIMATED VALUE OF GARDEN PRODUCE

These are days when material results are sought. How much food has been produced by the United States School Garden Army will be asked by those in charge of national affairs.

Despite the fact that the educational results will be far greater than the material, the movement will benefit greatly by a strong showing of material results. Will not supervisors and garden teachers take the time and trouble to make general estimates of the value of food stuffs produced by school children working in home and school gardens and at the end of the season report the same to us? This need not take much time. The children and parents will be interested and valuable lessons can be developed through a general accounting.

CANNING AND DRYING

Through the courtesy of the National War Garden Commission, we are mailing you herewith a copy of "Home Canning and Drying of Vegetables and Fruits" and "Community and Neighborhood Canning and Drying."

These pamphlets will be valuable to the United States School Garden Army in preserving a part of the extra food it has brought into existence.

Copies in quantity, free of cost, may be had by applying to the United States School Garden Army, Bureau of Education or to the National War Garden Commission, Maryland Building, Washington, D. C.

LIBRARY OF HAWAII

Announcements for 1918-1919

SCHOOL LIBRARIES

These are sent to any of the schools of the Territory upon application. A library contains from 35-65 volumes which are loaned for three months.

PICTURE COLLECTION

The children's department of the Library has a collection of over 1,000 mounted pictures which are loaned to teachers for classroom use. Any reasonable number may be forwarded at one time and kept for one month.

LIBRARY INSTRUCTION IN THE SCHOOLS

Instruction in the use of the Library is given by the children's librarian. It includes a lesson at the school

for the first five grades and one at the Library of Hawaii for the three upper grades. Preference in this course is given to schools within walking distance of the Library. Applications from other schools will be filled as fast as possible. The care of books, the study of the makeup of the book, the use of the Library; including the use of the card catalog, reference books such as Dictionaries and Encyclopedias and Reader's Guides to periodicals, are the subjects given to the different grades.

STORY HOUR

A Story Hour is held in the Library every Thursday at 1:30. During the winter a Story Hour cycle for older boys and girls will be conducted. The subject of this cycle will be "The Odyssey."

SPECIAL BULLETIN

"Literature for Children" is the title of a special Children's Bulletin compiled by Mrs. Thorne-Thomsen. It includes stories for story-telling; poems; classified lists of stories; books for home reading arranged by grades; course of study of children's literature for parents and teachers. The following list is copied from this bulletin:

BOOKS FOR HOME READING ARRANGED BY GRADES

FIRST, SECOND AND THIRD GRADES

Aesop—Fables; Bannerman—Little Black Sambo; Brooks—Picture books; Caldecott—Picture books; Crane—Picture books; Free & Treadwell—Reading Literature Series (Primer and First Reader); Greenaway—Picture books; Lansing—Rhymes and Stories; Lefevre—Cock, the Mouse, and the Little Red Hen; Nida—Ab, the Cave Man; O'Shea—Six Nursery Classics; Perkins—Belgian Twins, Dutch Twins; Potter—Peter Rabbit; Rossetti—Poems for Children; Scudder—Book of Folk Stories; Smith—Farm Book; Smythe—Reynard the Fox; Stevenson—Child's Garden of Verse.

FOURTH GRADE

Bay—Danish Folk and Fairy Tales; Carroll—Alice's Adventures in Wonderland; Jacobs—More English Fairy Tales; Lang—Animal Story Books; Lear—Nonsense Books; Long—Wilderness Ways; Lorenzini—Pinocchio; Macmanus—Donegal Fairy Tales; Pierson—Among the Meadow People; Swift—Gulliver's Travels, ed. by Baldwin; Thorne-Thomsen—Birch and the Star; East o' the Sun and West o' the Moon; Wiggin and Smith—Fairy Ring, Posy Ring; Williston—Japanese Fairy Tales.

FIFTH GRADE

Asbjornsen—Fairy Tales From the Far North; Chisholm—Golden Staircase; Free & Treadwell—Hero Stories (Fifth Reader); Harris—Uncle Remus; Hulbert—Forest Neighbors; Kingsley—Heroes; Kipling—Just So Stories; Johnson—Oak Tree Fairy Book; Seawell—Little Jarvis; Scudder—Children's Book; White—Magic Forest; Wiggin & Smith—Tales of Laughter; Wilmot-Buxton—Norse Heroes.

SIXTH GRADE

Arabian Nights; Bull—Frithj of Nansen; Burt—Poems Every Child Should Know; Forbes-Lindsay—Daniel Boone; Hawkes—Shaggy-Coat; Kipling—Jungle Book; Lagerlof—Adventures of Nils; Macdonald—At the Back of the North Wind; Muir—Stickeen, Robin Hood Stories; Seton—Lives of the Hunted; Spyri—Heidi; Stockton—Bee Man of Orne; Tappan—Old Ballads in Prose.

SEVENTH GRADE

Anderson—Fairy Tales; Bunyan—Pilgrim's Progress; Cervantes—Don Quixote; Duncan—Adventures of Billie Topsail; Homer—Stories from the Iliad and Odyssey; Inman—Wulnoth the Wanderer; Jewett—God's Troubadour; Morris—Sigurd the Volsung, school ed.; Children's Plutarch; Raspe—Baron Munchausen; Riis—Making of an American; Seton—Biography of a Grizzly; Wiggin & Smith—Golden Numbers; Wilmot-Buxton—Jeanne d'Arc.

EIGHTH GRADE

Bennett—Master Skylark; Caldwell—Wolf of the Storm Leader; Chaucer Stories; Cooper—Last of the Mohicans; Dickens—David Copperfield; French—Lance of Kanana; King Arthur Stories; Kipling—Captains Courageous; Masfield—Jim Davis; Muir—My Boyhood and Youth; Parkman—Boys' Parkman; Pyle—Men of Iron; Stevenson—Home Book of Verse; Stevenson—Treasure Island.

SPECIAL REQUESTS

It is the desire of the Library to cooperate with the schools in every possible way. All requests for special lists for reference or for home reading, books of plays for amateur performances, exercises for special days, and for any other needs that may arise, will receive prompt attention.

THE NATIONAL ADMINISTRATION AND EDUCATION

Views of Our National Leaders Shown by Correspondence

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Washington, August 6, 1918.

Hon. Henry W. Kinney,
Superintendent of Public Instruction,
Honolulu, Hawaii.

Dear Sir:

I am enclosing a copy of a letter which I am writing to the Governor of your Territory, and am taking the liberty of asking that if you approve this policy, as I am sure you do, you speak to the Governor about the matter and urge him to issue the proclamation.

Yours sincerely,

P. P. CLAXTON,
Commissioner.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Washington, August 6, 1918.

Hon. Lucius E. Pinkham,
Governor of Hawaii,
Honolulu, Hawaii.

Dear Sir:

I am enclosing a copy of a letter from President Wilson to Secretary Lane, calling attention to the importance of maintaining the schools of all kinds and grades at their full efficiency, both as to work and attendance, during the war, and approving the plans of the Bureau of Education for a nation-wide campaign for this purpose; also a copy of a letter from Secretary Lane to me, referring especially to higher education. I am so sure that you appreciate fully the importance of this matter and are in hearty sympathy with the policy of the Federal Government in regard to it that I am venturing to suggest that at the proper time, preferably during the present month, you issue a proclamation, calling on the people of your state to do everything possible for the maintenance and constant improvement of their schools during the war, to the end that the welfare of the country may be served and that no boy or girl may have less opportunity for education because of the war.

Very sincerely,

(Signed) P. P. CLAXTON,

Commissioner.

THE WHITE HOUSE, WASHINGTON

31 July, 1918.

My Dear Mr. Secretary:

I am pleased to know that despite the unusual burdens imposed upon our people by the war they have maintained their school and other agencies of education so nearly at their normal efficiency. That this should be continued throughout the war and that, in so far as the draft law will permit, there should be no falling off in attendance in elementary schools, high schools or colleges is a matter of the very greatest importance, affecting both our strength in war and our national welfare and efficiency when the war is over. So long as the war continues, there will be constant need of very large numbers of men and women of the highest and most thorough training for war service in many lines. After the war there will be urgent need not only for trained leadership in all lines of industrial, commercial, social and civic life, but for a very high average of intelligence and preparation on the part of all the people. I would therefore urge that the people continue to give generous support to their schools of all grades and that the schools adjust themselves as wisely as possible to the new conditions to the end that no boy or girl shall have less opportunity for education because of the war and that the Nation may be strengthened as it can only be through the right education of all its people. I approve most heartily your plans for making through the Bureau of Education a comprehensive campaign for the

support of the schools and for the maintenance of attendance upon them, and trust that you may have the cooperation in this work of the American Council of Education.

Cordially and sincerely yours,

WOODROW WILSON.

HON FRANKLIN K. LANE,
Secretary of the Interior.

TERRITORIAL FAIR

The school exhibit at the Territorial Fair was an exceedingly interesting and instructive display. It was especially helpful to teachers. The exhibit was carefully planned and was carried out through the general cooperation of the teachers, to whom great credit is due.

The following communication has been sent to the Department by Mr. George H. Angus, chairman of the Fair Commission of Hawaii.

Honolulu, T. H., July 12, 1918.

Mr. Henry W. Kinney,
Superintendent of Schools,
Honolulu.

Dear Mr. Kinney:

The Fair Commission takes this means of expressing its gratitude to you for your valuable assistance in making this, Hawaii's First Annual Territorial Fair, the success we have the privilege of claiming, which was far greater than we had anticipated.

Your generous support is most worthy of recognition. The enthusiasm with which the students were stimulated was most praiseworthy. The school exhibits in general made a splendid showing and were certainly a credit to the department. The Normal School display was the result of many weeks' hard work and careful preparation. The exhibits in general showed great cleverness and skill.

The public at large has expressed great surprise at the magnitude of the entire Fair, and recognizes that something has been accomplished which had been thought impossible. The results were very gratifying and I am sure we all have reason to believe that our efforts were well worth while.

I, personally, desire to thank you for your efforts, which so materially aided in making the success of this undertaking possible.

Most cordially yours,

GEO. H. ANGUS,
Chairman Fair Commission of Hawaii.

CERTIFICATES ISSUED

The Board of Examiners at a meeting held on July 5, 1918, recommended that the Department issue a grammar grade certificate to Miss Alice McCord, Hilo Union School, on her California life diploma and in consideration of her many years of faithful and loyal service in the schools of Hawaii.

Grammar grade certificates were also recommended for Mr. H. M. Wells and Miss Mary Ruth Ferreira. These recommendations were made on college diplomas and satisfactory service to this Department.

Certificates were also recommended for those who passed the teachers' examinations. A complete list of recommendations by the Board of Examiners follows:

FIRST AND SECOND PERMITS

Miss Maggie A. Soon, Miss Sybil Carter, Miss Kathryn P. Miller, Miss Lucy Ai, Miss Dora Arthur, Louis Choo, Mrs. J. E. Crawford, Miss Carrie L. Dunn, Miss Mae Edith Dunn, Miss Emily K. Kekaula, Miss Edith M. Thatcher, David Luke, Mrs. Alice H. Wong.

PRIMARY CERTIFICATES

Mrs. Lucy Aki, Mrs. Elizabeth Abrehamsen, Mrs. Ella Ai, Miss Carrie Arthur, Miss Annie de Araujo, Miss Ethel Banham, Mrs. Elizabeth Bayless, Miss Gertrude Buchanan, Miss Genevieve E. Carvalho, Yin Kyau Chung, Miss Julia S. Cockett, Miss Marguerite Evans, Miss Marie Holt, Miss Naomi Kauhane, Mrs. Ethel K. Amalu, Miss Kauai Kanakaole, Mrs. Edna Keven, Miss Dollie A. Lee, Mrs. N. M. Mundy, Miss Helen G. McLean, Mrs. Malanai McBride, Miss Violet Perry, Miss Jennie K. Stewart, Miss Violet Wong Wai, Gus H. Webbing, Mrs. Kuulei Williams, Miss En Kyau Yap.

GRAMMAR GRADE CERTIFICATES

Miss Alice A. McCord, Miss Mary Ruth Ferreira, H. M. Wells.

REFERENCES FOR NEW GEOGRAPHIES

The following page references to the Brigham and McFarlane geographies, Books 1 and 2, correspond with the work outlined in the Redway and Hinman geographies and published in the Course of study and supplements.

The first book will be used in Grades IV and V, and the second book in Grades VI, VII and VIII.

ESSENTIALS OF GEOGRAPHY

Brigham & McFarlane, 1st and 2nd Books.

GRADE IV

First Book: Use as reference with outline in Course of Study.

GRADE V

First Book:

First term.....Pages 71-81
Second term.....Pages 81-89
Third term.....Pages 165-177

GRADE VI

Second Book:

First term.....Pages 7-52; 199-217
Second term.....Pages 219-239; 261-273
Third term.....Pages 275-333; Review

Hawaii Educational Review

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Henry Walsworth Kinney, Superintendent of Public
Instruction, Editor.

GRADE VII

Second Book:

First term.....Pages 335-367
Second term.....Pages 369-391
Third term.....Review and extend comparisons.

GRADE VIII

Second Book:

First term.....Pages 53-96
Second term.....Pages 97-197
Third term.....Review year's work.

COURSE OF STUDY COMMITTEE

There was no meeting of the Course of Study Committee held during the present summer, as it seemed best to wait until the Federal School Survey has been com-

pleted before making any further changes in the Course of Study.

A revision of the Course of Study, especially aimed at a better classification of material and the elimination of supplements is intended. It is hoped, however, that after the survey has been made this work may be taken up and the material put into a more permanent and comprehensive form.

THE HAWAIIAN PRIMER

The work on the Hawaiian Primer, which is being done at the Normal School, was delayed on account of the work of the artists, who prepared the drawings, not being completed.

The cuts are now ready, however, and the work of printing will be taken up when school opens in September. It is expected that the books will be ready for shipment within a couple of months.

The drawings are especially appropriate and much credit is due to Miss J. M. Frazier, who did practically all of the illustrating. The printing also is a credit to the Normal School and to the able supervision of Vice-Principal Roberts, who is in charge of the press work.



Luncheon hour at Royal School, Honolulu—A large number of pupils is served daily at a nominal price, covering the bare cost of food

It is the intention of the Department to place a limited number of these books in the public schools as soon as the edition is completed.

JUNIOR RED CROSS

The schools of the Territory made a fine record during the school year of 1917-18, and accomplished most valuable work in the various war activities. In many schools the Junior Red Cross organizations were perfected and large scale production gotten under way.

However, it was a new project and only carried out during part of the year. The organization was not carefully planned and systematized until near the close of the third term. The year 1918-19 should start with more spirit and cooperation than would have seemed possible at any time in the past. We have the earnest purpose to help win the war, the experience gained from the past year, the well formed organization, and the competent direction of the American Red Cross. All of these are important factors in making this a year of wonderful achievement in our schools.

In the very beginning days of the term, the teacher should plan for this national service, and should so aid and inspire her pupils that each one will feel that he has an individual and extremely important duty to perform for his country. There will be greater and greater demands as the war progresses and every individual under our glorious flag must plan right now to meet these increasing responsibilities.

SCHOOL CALENDAR, 1918-19

FIRST TERM.....	Sept. 16-Dec. 20, 14 weeks
SECOND TERM.....	Jan. 6-Apr. 14, 13 weeks
THIRD TERM.....	Apr. 14-June 27, 11 weeks

NEW PRICE LIST OF BOOKS FOR 1918-19.

- 35c—Golden Treasury Primer.
- 15c—Golden Treasury First Reader.
- 45c—Golden Treasury Second Reader.
- 55c—Golden Treasury Third Reader.
- 65c—Golden Treasury Fourth Reader.
- 45c—New Elementary Arithmetic.
- 75c—Wentworth and Smith Complete Arithmetic.
- 80c—Essentials of Geography, No. 1.
- \$1.35—Essentials of Geography, No. 2.
- 65c—Baldwin Hawaiian Geography.
- 25c—Speaking and Writing, No. 1.
- 25c—Speaking and Writing, No. 2.
- 30c—Speaking and Writing, No. 3.
- 65c—Perry and Price History Book, No. 1.

65c—Perry and Price History, No. 2.

55c—Kimball's Grammar.

\$1.15—European Beginnings of American History.

40c—Davison Health Lessons, Book No. 1.

65c—Davison Health Lessons, Book No. 2.

20c—Champion Speller, Part No. 1.

20c—Champion Speller, Part No. 2.

65c—Krohn's Physiology and Hygiene.

20c—Hiawatha Part No. 1—Riverside—1st term.

5c—Story of Franklin—Little Classic Series—2d Term.

5c—American Naval Heroes—Little Classic Series—2d Term.

20c—Rip Van Winkle—Riverside—3d Term.

AMENDMENT AND ADDITION TO RULES AND REGULATIONS OF THE DEPARTMENT OF PUBLIC INSTRUCTION ADOPTED AUGUST 20, 1918.

LEAVE OF ABSENCE: (Paragraph 1, Rule 10, amended.) Leave with full pay for the first seven calendar days and with half pay for the following days up to and not exceeding 60 calendar days MAY be granted in the case of illness confining the teacher to his or her

"Training Children

to a competent and ready use of the dictionary and fixing the habit of consulting it, is one of

the main duties that the school can perform for a student," says Dr. Suzzallo, President of University of Washington, Seattle.

When questions arise do you suggest that

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home and in any other cases of unavoidable absence. In such cases where the leave is for less than three days, it may be granted on the recommendation of the supervising principal. If such leave is for more than three days it may be granted upon the presentation of a certificate from a duly licensed physician.

GENERAL RULES: (11) Book agents and other vendors shall not be allowed on the school premises during school hours.

(Signed) HENRY W. KINNEY,
Superintendent of Public Instruction.

Approved this 9th day of September, 1918.

(Signed) C. J. McCARTHY,
Governor of Hawaii.

IMPORTANT NOTICE.

Principals and teachers are hereby notified that when the Department wishes to recommend to their attention and consideration any book or other publication, such recommendation will be made in writing and signed by the Superintendent, and not otherwise.

Washington, August 29, 1918.

STATEMENT

To: Superintendents and Principals of Schools.

From: The Committee on Education and Special Training (General Staff).

In this period of general unrest on the part of young boys due to the lowering of the age limits of the draft, the Committee on Education and Special Training wishes to emphasize most strongly the desire of the War Department that all boys who are liable to be affected by the change, whether above or below the age of 18, should continue their work in school and college until actually called to the colors.

The problem of the military training of these boys

is a vital one and is being given careful consideration by this Committee. But pending the adoption of such a plan, you are most earnestly urged to use your influence to prevent the premature and unnecessary interruption of school and college studies. A boy serves his country best by endeavoring to improve his physical, technical and general fitness while waiting for the call to duty.

COMMITTEE ON EDUCATION AND SPECIAL TRAINING,

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FIRST CLASS STORES



List of Appointments for the School Year 1918-1919

The list of appointments for 1918-19 is not complete, as a number of the teachers have not yet reached the Islands.

In the next number of the Review, the additional names will be published.

SCHOOL FOR DEFECTIVES

Miss Gertrude A. Mason, Miss Sara McBride, Miss Eva J. Smythe, Miss Frances E. Johnson, Miss Margaret Collins.

VOCATIONAL INSTRUCTORS

Oahu: Ken C. Bryan, Mrs. Jane M. Otremba.

Kauai: E. Allen Creevey.

Maui: R. C. Bowman.

Hawaii: Lester Hull.

SUPERVISING PRINCIPALS

Oahu: Jas. C. Davis, Miss Margaret Mossman.

Kauai: Miss Bernice Hundley.

Maui: H. M. Wells (acting).

Hawaii: Miss Bertha Ben Taylor, Eugene Horner.

Normal School: Edgar Wood, Harlan Roberts (Vice-Principal); Miss M. Ida Zeigler, Mrs. Lilla G. Marshall, Miss

Ruth C. Shaw, Miss Ada S. Varney, Miss Ida Macdonald, Miss Helen Pratt, Mrs. James Otremba, Fordyce Grinnell Jr. (Special teacher), Miss Hedwig S. Otremba, Miss Margaret F. Shaw, Miss Jessie L. Deems, Mrs. Jean Wyatt, Miss Lorita Purrier, Miss Zoe Harris, Miss Ollieraye Cortelyou, Miss Leone Jopson, Miss Florence Macaulay, Miss Alta Arnold, Mrs. Bessie Stevens, Miss Olive M. Day, Miss Olive Long, Miss Lorna Amy, Miss Ethel Burgun, Miss Edna Anderson, Miss Ellendar Wills, Miss Cora Keeler.

Practice Department: Miss Frances Otremba, Miss Lorna H. Jarrett, Miss Ida Caro, Miss Gladys Rickard, Miss Charlotte B. Betts, Miss Olive K. Hamilton, Miss Madeline Cummings-Smith, Miss Helyn Schimmelfennig, Miss Lola Shields, Miss Gladys Traut, Miss Grace Haskell, Miss Adele McCord, Miss Eva M. Farley, Miss Juanita Speckens, Mrs. Eva Throckmorton, Miss Florence McAllister, Miss Mary Elliott, Miss Pansy Knoll, Miss Georgie Wolfe, Miss Helen J. Lee.

McKinley High: M. M. Scott, Miss Alice Hansen, Miss Clara C. Pearson, Miss Ellinore Tasartez, Miss Clara L. Zeigler, Miss Jennie Charlesworth, Frank A. Cuning, Miss Sarah E. Mathews, Miss Katherine L. Woodford, Geo. E. Easton, Miss Jean A. Clayton, Maurice G. Greenly, Miss Helga Wikander, Miss Caroline Mitchell, Mrs. Selma Kinney, Miss Geraldine Burr, Mrs. C. J. Roberts, Miss Anna M. Bille, Miss Laura McCreary, Miss Ruth Peter, Miss Dorothy Stendel, Miss Margaret Knepper.

Kauai High: William McCluskey, Miss Ruth A. Wood, Miss Hertha Baumgartner, Miss Helen J. Fisher, Miss Louise D. Ingle.

PRIVATE

Miss Minnie Henco.

Maui High: Miss Mary J. Couch (acting), Miss Blanche Mast, Miss Catherine Woodworth, Miss Cecil Holliday, Miss Hazel Seeley, Miss Olive Patterson.

PRIVATE

Miss Anna Karrer.

Hilo High: Prescott F. Jernegan, Miss Esther Pomeroy, Miss Mildred Patterson, Miss Kathryn Ashbrook, Miss Mary Barton, Miss Virginia Hurst, Miss Alvard Webster, Miss H. J. Van H. Duker (Special Language).

Music Instructors: Miss Margaret M. Cooke, Miss Nancy Daniels.

Physical Training: Miss Nina J. Adams.

Hawaiian: Mrs. Emma M. Nakuina.

Special: Miss Nellie Haynes.

Palolo: Mrs. Emma Weaver Schofield.

Liliuokalani: T. H. Gibson, Miss Mineola Clough, Miss Mary Ferreira, Mrs. G. C. Hofgaard, Miss Clara M. Gueney, Mrs. Gladys A. Pearce, Mrs. Clothilde Vivas, Miss Katherine Elliott, Miss Bernice P. Cook, Miss Louise M. Cox (V), Anthony C. Perriera, Miss Mary Macfie, Miss Emma S. K. Young, Miss Mamie Harris, Miss Catherine Hall, Miss Elvira Borden, Mrs. Oy Cum Loo-Wong, Mrs. Daisy Williams.

Waikiki: Miss Blanche Martin, Mrs. Ellen Kenway, Mrs. Afung Denial, Mrs. Helena M. Perry, Mrs. Ella Gonsalves.

Molokai: Mrs. Mary T. Moore, Mrs. Annabelle M. Boyd, Miss Yin Kyan Chung, Mrs. Alice T. Wong, Mrs. Mary Hee, Miss Beatrix Carter, Mrs. Mary Williams, Mrs. Emma Haustein, Mrs.

Jennie Stewart-Gilliland, Miss Hitomi Sato, Miss Ruth Hoag, Miss Mabel Ho, Mrs. Ella Ai.

Manoa: Mrs. Marie H. Brown, Miss Maud E. Jordan, Miss Mabel Armstrong, Miss Jean K. Angus, Miss Victoria Jordan, Miss Florence Deverill.

Kaahumanu: Chas. W. Baldwin, Mrs. Katherine L. Winter, Mrs. Philomena Zerbe, Miss Isabel M. Weight, Miss Aileen E. Nott, Mrs. Ella S. Wong, Miss Eva V. Alana, Miss Marie C. Luiz, Miss Eileen C. McCarthy, Mrs. Phoebe Amoy, Mrs. Hulda Bushnell, Mrs. Alice B. Correa, Miss Elsie Astleford, Miss Michie Tanaka, Mrs. Angella M. Mann, Miss Ida Astleford, Miss Charlotte M. Cowan, Mrs. Marion Galusha, Miss Almira Mitchell, Mrs. Ella Young, Miss Palmyra Reis, Miss Myrtle Astleford, Miss Masac Tanaka, Miss Aldine M. Tranquada, Miss Lillian Y. T. Moo, Mrs. Amanda Nelson, Miss Susan Chu (V), Miss Sylvia L. Safranek, Miss Mildred E. Safranek.

Pohukaina: Miss Myra Angus, Miss Rose Tam Yau, Mrs. Akiaw Wong, Miss Agnes M. Creighton, Miss Mary Apo, Miss May McGowan, Miss Carrie P. Gomes, Mrs. Margaret Waldron, Miss Georgia de Fontes, Miss Evangeline G. Gomes, Miss Eleanor Moo, Mrs. Emma McWayne, Mrs. Esther Kekuku, Miss Rose P. Gomes, Mrs. Viola Fuller, Miss Mabel Tyau, Miss Esther K. Ing.

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Pauoa: Mrs. Louise N. Lucas, Mrs. Daisy Hong, Miss Hira Miyahara, Mrs. Ling Tai Dung, Mrs. Julia S. Cockett.

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Kailua: Akuni Ahau.

Walmanalo: Gus Webling, Mrs. Marie Webling, Mrs. Miriam Richards.

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Kalaheo: Mrs. Maud Thompson, Miss Kau Far Loo, Miss Helen Johnson, Miss Anna Maud Anderson, Miss Hazel Moody, Miss Beatrice Hunt, Miss Adele Gibson.

Omao: Mrs. Emma Naleimaile.

Elele: H. H. Brodie, Louis Choo, Mrs. Chas. D. Rea, Miss Lorraine Fowlds, Mrs. Eliza A. P. Yuen, Mrs. Louis Choo, Miss Mabel Hubbard, Mrs. D. Lyons, Miss Edith Brodie, Miss Janet Hastie, Miss Frances M. Pillar (V), Miss Jennie Fowlds, Miss Mary Maile Hastie, Miss Yayoi L. Saito.

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Miss Hazel King, Miss Esther Hofgaard, Mrs. Lucy Wright, Mrs. Gertrude H. Brodie, Miss Esther Chong (V), Miss Wilhelmina Mengler, Mrs. Nora Chang, Miss Laura M. Carol, Miss Meta Mengler, Mrs. Angela Gouveia, Miss Mabel Vogel, Mrs. Lillian Hardy, Miss Sadie R. Evans.

Kekaha: Miss Edna Boysen, Mrs. Secora Fernandez, Miss Pillua Evans, Miss Ruth King, Miss Sadie R. Evans.

Mana: Mrs. Agnes Dorsey.

Niihau: Edward Kahale.

MAUI COUNTY

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Honokowai: Mrs. Rowena K. Hose, Miss Lillian Hiram.

Puukolli: J. Patrick Cockett, Miss Kin: Hookano, Miss Gertrude Buchanan, Miss Eva Saffery.

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Waikapu: Miss Afoon Ah Nin.

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Camp 10: Manuel A. Dias.

Puunene: Elmer A. Brown, Miss Gertrude Seong (V), Mrs. J. B. Medeiros, Mrs. Flora B. Brown, Miss Helen Blythe, Miss Lucy Wilcox, Mrs. Sarah Buck, Miss Ella Teal, Miss Hazel West, Mrs. Sylvia M. Maples, Miss I. Reif, Miss Elenore Stuewe, Miss A. Pendergrast, Miss Shirley Chung.

Keahua: Miss Margaret M. Gault, Miss Ayleen Campbell, Miss Joy Dow, Miss Flavia Dolton, Miss Lora Williams.

Paia: Miss Mary E. Fleming (Acting), Miss Bernice Jones, Miss Harriet Stanley, John Gonsalves, Mrs. C. de Lima Andrade, Miss Annie Belle Power, Miss Beatrice Webb, Miss Constance Kinney, Miss Hermione McClaren, Miss Ethel Wrigley, Miss

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Ulupalakua: Joseph Cravalho.

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Kuiaha: Miss Maria Rodrigues.

Halehaku: Miss Rachael T. Kiakona, Miss Christine Emmsley.

Huelo: Miss Julia Mattson.

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Nahiku: Mrs. Mary Marques.

Kaeleku: Miss Marie V. Estrella, Miss Rosalind Haia.

Hana: William Haia, Mrs. Elizabeth Haia.

Haou: J. A. Medeiros, Mrs. J. A. Medeiros.

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Kaupo: Mrs. L. A. Marciel, Miss Dollie Keike.

Lanai: Mrs. Mary Kauhane-Donlin.

Kamalo: Mrs. Frank Foster.

Kaluaaha: Abel Cathcart, Mrs. Grace Mahikoa.

Waialua: William Kaaikiola.

Halawa: David K. Kalaau.

Kalae: Mrs. Lucy Dudoit.

Kaunakakai: David Kaai, Miss Carrie L. Dunn.

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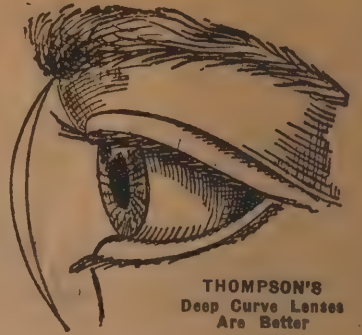
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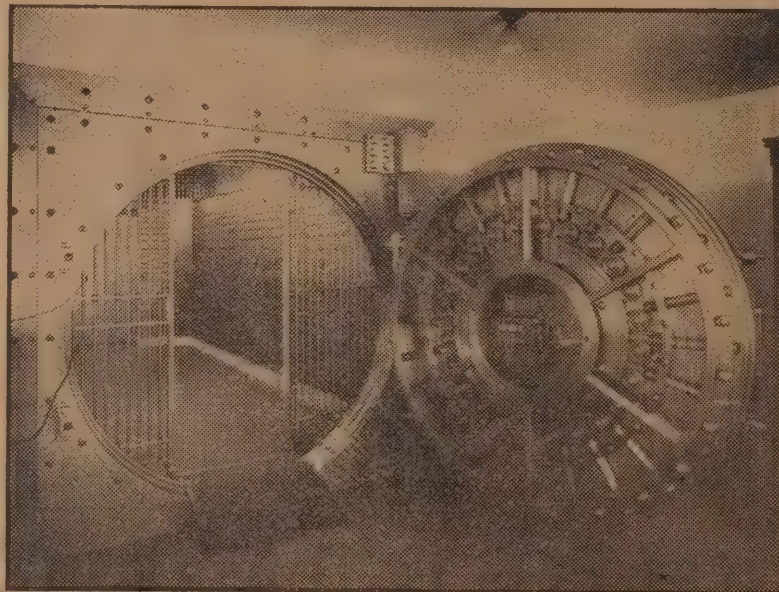
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Vol. V. No. 18.

OCTOBER, 1918.

Price, 10c



All the Children in the Olaa School who belong to the "Thrift Stamp Army."

REPORT OF WAR WORK DONE BY THE SCHOOLS OF HAWAII

APRIL-JUNE, 1918

This report is for the third term of the school year 1917-18 and includes both public and private schools of the Territory of Hawaii. It is incomplete however, for all the schools did not report, and among the number are several of the large private institutions as well as several of the smaller public schools.

Many of the large schools and some of the smaller ones did not report the amount of Liberty Bonds subscribed, and from careful estimates, it is known that the amounts not reported run into very considerable amounts.

Large quantities of bandages and surgical dressings

have been made at the various Red Cross headquarters, and other valuable services have been rendered by the pupils of these schools which have not been recorded. When these facts are considered it will be seen that there are valuable contributions to the cause that are omitted, and that the work here listed is only a part of the much larger results in material accomplishments, to say nothing of the invaluable work done by the schools in actively spreading the propaganda of Americanism and promoting the great activities connected with the financing of the war and the relief of the wounded and suffering.

Again we wish to emphasize the fact that this report is only for the third term of the last school year; it in-

cludes the third Liberty Loan only. Activities reported prior to April, 1918, have been listed and published in a previous report.

A summary of the activities and the number of schools reporting under each heading is appended.

**Summary of Red Cross Activities, April-June, 1918,
Reported by the Schools and Number of Schools
Reporting**

Activities	Amount	Schools Reporting
War Savings and Thrift Stamps.....	\$78,320.68	137
Liberty Bonds (Third Loan)	71,098.00	108
Entertainments, etc.	8,293.38	48
Sweaters	1,860	59
Socks (pairs)	1,479	41
Wt. and Comfort Bags	5,061	39
Handkerchiefs	12,960	64
Wash Cloths	2,038	39
Wristlets (pairs)	762	31
Mufflers	150	19
Helmets	265	15
Bandages and Dressings	1,999	16
Tin Foil (pounds)	2,213	112
Pillows	1,172	27
Property Bags	230	8
Pajamas	185	12
Hot Water Bag Covers	27	2
Blankets	97	2
Pajama Tassels and Cords	1,894	4
Magazines (many not counted).....	6,576	49
Towels	20	2
Home Gardens	8,488	121
Pillow Slips	545	22
School Gardens	1,752	96
Dresses	104	6
Shipping Boxes (Red Cross).....	368	10
Baby Bonnets	217	13
Books	260	1
Hospital Leggings	48	1
Baby Jackets	25	5
Petticoats	3	1
Diapers	412	7
Knitting Needles	324	1
Needle and Pin Cases	21	1
Quilts	15	6
Clippings Cloth (pounds).....	212	5
Shirts	202	10
Night Gowns	13	2
Bed Shoes (pairs)	170	2
Babies' Booties (pairs)	29	3

TEACHERS' CONVENTIONS

The various teachers' associations will hold their annual meetings on the Friday following Thanksgiving, November 29, 1918. It is time now to begin to plan for these meetings and to arrange for the programs.

Many of the papers read at these meetings are of value to teachers throughout the Territory, and they

should be prepared so that they will be available for publication in the Review.

Programs will be published in the November number if copy reaches the Department before the fifth of the month. These programs are suggestive and helpful in the discussions at the various conventions. They also reach all the teachers in the service and tend to increase the interest.

All presidents and secretaries will please send available information in regard to the conventions to the Department in time for publication.

ADVANTAGES OF TEACHING IN HAWAII.

An Unsolicited Article, by Mabel Minthorn.

In California, no teacher is paid during her vacations, unless it is in the northern part of the state, and then in only a few schools. There is no time allowed in most of the country schools for sickness, and as often a teacher is sick a week or a few days at a time, it means a loss of \$10 to \$20, according to her salary. There are many schools which only last six months and many more eight months in duration, and the minimum salary is \$65 a month. The teacher's salary depends on the number of children in school, so in many schools where there are only six or eight pupils (there must be at least six to maintain school), the teacher receives the minimum. Out of this she must pay from \$25 to \$30 a month for board and lodging. Here, the teacher begins with a salary of \$66 a month, and is paid for the whole twelve months, two of which is vacation. Besides, there are two weeks at Christmas and another week at Easter. So, it can readily be seen, in comparison the average California country school with the country school of Hawaiian Islands, that the beginning salary would be at least \$100 more here. There are of course, no reductions for vacations, and the best of all there is from three days to sixty days allowed for sickness, with from all to one-third pay. Then again, in teaching in California, one may find that the only boarding place is a good two or three miles from school, while for the most part it is from ten to twenty feet here. A teacher in California pays for her room, here she is furnished it free in most, if not all, of the schools. There is no more than from \$15 to \$20 expense for food. In many of the California schools, the teacher is compelled to buy heavy winter clothing, while here she can wear the same clothes the year around, with an added heavy wrap in the evening and mornings. One school, which is a sample of our California schools, was about one and one-half miles from the school house—a little unpainted shack 20x24 feet. The teacher had to take her small brother to have enough pupils (six), and they lived in a one-slant shack, built on someone's claim. The teacher had to nail slats over the cracks (about two inches wide), or they would have perished, as the California desert in the winter is exceedingly cold. Some teachers can board in hotels, but we all know how hard continued hotel fare is on the temper and digestion, and

besides the board alone amounts to at least \$20 per month. Sometimes, board can be had in a home, but usually the room (or the bureau, at least), must be shared with the other members of the household. Of course, there are good boarding places in some districts, where the teacher has an upstairs room to herself, but she has no nice little front room, kitchen and bath, which makes it so home-like here.

A teacher's position in California depends largely upon the whims of a few (sometimes uneducated) men or women—the trustees. This, of course, is the country school. The city school is governed by a board of education, with superintendent, assistants and others, who, after election, usually remain in the position almost a life-time. The State Superintendent has practically nothing to do with the government of the schools personally. Each county makes its own laws, arranges its own course of study (adhering, of course, to the general rules of the State), and has its own Superintendent who visits the schools once a month for from two or three hours to five or ten minutes, according to the time he or she has. This alone makes the school system all chopped up, and a pupil going from one school to another can never tell what work he will be expected to know. Also, it makes it very hard to place pupils entering a school during the year. The influence of the trustees and their friends decides the fate of the teacher—not her ability as a teacher. For example: In each school are three trustees, each one elected a different year and holding his position for two years from date of election. We will say they are Mr. Black, the clerk; Mr. Brown and Mr. Green. Mr. Black and Mr. Brown are great friends, while Mr. Green hates them both (this very thing happened in four schools of which the writer personally knew the teacher). Now, Mr. Black chooses a teacher (which the clerk always does), and Mr. Brown being his friend votes for her. Mr. Green's vote does not count.

The next May, Mr. Green goes around and solicits votes for his friend's wife, Mrs. Gray, and Mr. Black and Mr. Brown being careless, she is elected. Of course, she does not want Miss Jones, who has been elected by her enemies, so another teacher is put in her place, and Miss Jones finds herself without money during the summer and without the prospect of a position the next year. How different it is here. A teacher succeeds or fails, according to her own work. If she works hard and does not spend her time foolishly, she is given credit for her effort. If she does not want to teach the same place two years, she is privileged to choose her next location. Here we find an incentive to put in extra time on materials and means to improve the school, while in California the tendency is to rush through the school year the easiest way, as the teacher feels that she will probably never teach there again, so "What's the use, anyway?"

Of course, there is the difference in transportation, but then no one should come to the Islands who does not intend to stay through at least one summer with-

out going home for vacation. The difference in transportation is more than made up in the chance to see the Islands, in the fine treatment accorded the deserving teacher by the Department, and the chance to live in a place which she and her associates can make as home-like as they desire.

There is still another good point—the teacher's position does not, in any way, depend upon the Principal, as in many of our larger country California schools. Generally speaking, if the Principal and teacher do not seem to be harmonious, the teacher quietly removes herself to another location, or should do so as it is easier for her to move than for the Principal who has been there a number of years.

Of course, the teacher must furnish herself with the necessary articles for living, but the sensible teacher will improvise dressers of kerosene boxes and thus save a great deal of expense. She can generally sell most of the things (stove, chairs, etc.), for at least a part of what they cost, unless moving to a place near enough to ship them.

Taken as a whole the writer would say that teaching in the Hawaiian Islands is far superior to teaching in California, as she has taught country schools both places. The writer, unless something unlooked for arises, does not intend to teach anywhere else but here in the "Garden of Paradise."

A FEW SUGGESTIONS TO TEACHERS

From a pamphlet of Rules and Regulations for Kamehameha III School, Lahaina, Maui

Let the key-word to your school work be the little word "Hoe." **H** stands for harmony, **O** for organization and **E** for efficiency. Lack of harmony will prevent good work in any school. In the broad sense harmony means more than merely getting along. It means co-operation and loyalty. There must be harmony between the principal and his superiors; there must be a harmonious feeling between the principal and his teachers; the same harmony must exist among the teachers themselves; there must be harmony between the teachers and pupils; there must be harmony between the school force and the community.

To obtain this harmony, this cooperation so necessary to the success of a school, a great many things are necessary. Let us briefly consider a few. Are you always right? Probably not. Therefore stop and consider when you think an injustice has been done you. Don't resent being criticized occasionally. Particularly should any criticism coming from a superior be considered in a constructive light.

There are two sides to any school teacher's work. She is working for the school as well as for herself. This demands considerable school loyalty of her. It is only the selfish teacher who strives to make a showing for her own room and refuses to do anything for the upbuilding of the school in general. She should assist her fellow teachers all she can and get all the

assistance she can from them. Each of us has his strong point, and your strong point may be my weak point and vice versa. We should make use of one another to our mutual benefit.

A teacher should study her pupils and get to know them. When she gets to know them well and can get them "in tune" with herself and her ideas, she will find discipline and interest in the work easy to maintain. In this connection, remember that discipline means following, not militarism.

Try to interest the community in the school. Do not be afraid to tell them what is being done. Get them to visit the school. Get them to discuss the school with others.

A well-organized school is of primal importance to success. You can greatly assist the principal in effecting this. Do not fear that you will get no credit for this. Remember that the credit or discredit the principal gets for school organization reflects upon the school itself and, incidentally, upon the entire teaching staff.

It is the duty of the principal to organize the school along the lines that, to him, seem to make for the greatest efficiency. Therefore try to understand his system and adapt yourself to it. Because the principal makes rules for the conducting of the school does not necessarily imply that his way is best. But someone has to do this. If each teacher tries to follow her own plan, no matter how good such a plan may be, there will be no school system and the organization on the whole will be very loose.

A considerable amount of organization is left to the individual teacher. She should organize the work and play of her classes so as to show results. She should, however, be careful to do this in such a way that it will not conflict with the organization of the school or of the Department. She should assist the principal by making helpful suggestions which will help the school organization. Such suggestions will be greatly appreciated even if they are not always followed.

In our key-word, the letter **E**, standing for efficiency, is the most important. In a sense, it embodies the other two. If the working force of the school is truly efficient, there will be both harmony and organization.

Above all else, there is one thing that makes for efficiency. That thing is **work**. The 9 to 2 teacher is obsolete—or should be. The average teacher is willing to work and does work, but occasionally she doesn't make her work count for the most. A person has only a certain amount of energy. Save this human-power for the kind of work that will produce maximum results. Don't waste it doing the janitor's or the children's work. There is more to your profession than the "pink slip" at the end of the month. Your profession is one of the noblest in the world and one of which you can be justly proud. The school is a large factory whose output is the future civilization of the human race. What kind of men and women are we producing in this school?

Apply efficiency to your class room work. Don't be

satisfied with being merely a teacher; be a good teacher. This may be attained by study and observation and close application to advice worth while. Follow the advice of your superiors as consistently as you know how. "Know thyself." Find your weak points and strive to correct them. Make the most of your strong points. Don't be afraid to advertise, but be sure that there is something behind your advertisement. Observe what is being done by good teachers. Don't be afraid to take from them things that you can apply in your own work. At the same time constantly strive to develop your own initiative ability and originality. Make the art of teaching your hobby. Study it.

In conclusion, let me add that there is no pleasure in the world like that derived from the results attained by your own efforts; no pleasure so keen as that of feeling that your work has been instrumental in promoting things worth while.

"THE DIRECTOR"

NATIONAL WAR SAVINGS COMMITTEE

Section on Organization
Washington, D. C.

A YEAR'S PLAN.

The Plan of Campaign in the School Sector—1918-1919

The Division of Education has prepared its plan of campaign for the ensuing school year, which it presents by months. The plan is, of course, tentative and subject to change at any time. In general the order of the appearance of subject matter suggested for the first semester will be followed with little variation. It is, however, too early to determine definitely the details of the campaign for the second semester, but the outline which follows sets forth the proposed plan of action at the present time.

SEPTEMBER

Problems in Arithmetic

This bulletin is prepared by three experts in the pedagogy of arithmetic. Mr. Franklin S. Hoyt, of Houghton, Mifflin & Company, Boston, Mass., has contributed a series of interesting and instructive problems suitable for grades three to eight inclusive. These problems are lessons in thrift. Miss Lillian Kupfer, Ph.D., mathematic editor of the American Book Company, by a set of unique and interesting problems, has presented the importance of thrift and war savings in such a way that these activities cannot fail to appeal to the mind of the child who studies the problems. The third contributor to this bulletin is Miss Laura M. Smith, supervisor of elementary schools, Atlanta, Georgia. The subject matter which Miss Smith has prepared is different from that of the other two in that it is adapted to the elementary school as well as to the grammar grades. It carries a message of thrift.

OCTOBER

Bulletin on Compound Interest

On account of the importance which attaches to interest and percentage, especially to the mathematics of

compound interest, it was thought advisable to prepare a body of subject matter teaching elementary lessons in thrift through problems which arise in connection with computing the interest on War Savings Stamps, "in order that these ideas may be thoroughly understood the subject of compound interest is treated in a novel fashion for the children in the upper grades of the elementary school, and for high school children this same field is treated algebraically."

NOVEMBER

War Savings Primer

The central idea of the War Savings Primer is the economic principle of "goods and services," or material and labor. The bulletin is prepared by Mr. Frank A. Vanderlip, one of the most prominent authorities on political economy, and is especially designed for use by teachers. The method is question and answer. The questions open up the most vital problems in political economy and answer them in plain and simple language. The material relates to the present war and the means of financing it.

DECEMBER

"Winning the War"

A school play suitable for the upper grades of the elementary school. Its purpose is to impress upon the minds of school children by means of dramatization the importance of thrift and the purchase of government securities. The play was written by Miss Willowdean Chatterdon, and calls for eight characters, six boys and two girls.

A letter will also be sent to the superintendents of schools, asking them for a brief statement of the methods employed by them which have proved most efficient, and also any printed matter which may have been used in the War Savings campaign in their states.

JANUARY

"The Clearing House"

The purpose of this proposed bulletin is to collect and publish the methods and devices which have been found most successful in the sale of Thrift and War Savings Stamps during the first semester in all sections of the country. The publication will summarize the facts and suggestions we shall have received in answer to our letter of December to superintendents of schools.

Written English

The object of "Written English" is to provide a list of composition subjects suitable for the upper elementary grades and high school relating to thrift and war savings, and to accompany each topic with specific directions for its presentation. It will suggest unique methods for written composition.

FEBRUARY

The Thrift Reader

It is our present plan to provide some new and interesting lessons in reading which will appeal to the interest of children as well as teach the principles of thrift. The material is being collected at the present

time, and will be put into convenient form for teachers and pupils.

MARCH

Talks to Children on Thrift

The school campaign by the aid of Thrift Stamps and War Savings Stamps can teach the simple facts and principles of political economy to children. The Division of Education contemplates the preparation of a number of plain, simple lessons, in the language of children, which will clarify the meaning of such terms as "labor," "capital," "wealth," and lead the children to a keener realization of the importance of the extensive production and intelligent consumption of wealth.

APRIL

Thrift and Democracy

The purpose of this publication is to interpret the social and political meaning of thrift. Mr. Vanderlip has said, "The beginnings of social progress are in thrift." There is a growing realization of the fact that an efficient democracy depends on an economically competent citizenry.

MAY

Plans are under way to provide programs for the last month of the year which will contain suggestions for patriotic exercises and the most efficient methods of carrying on the thrift campaign during the summer.

Change in Personnel

Mr. W. H. Carothers has been appointed assistant director in direct charge of the Division of Education of the War Savings Campaign for the ensuing year. Director Doctor George D. Strayer, president of the National Education Association, and chairman of the Commission on the National Emergency in Education, will continue to supervise and direct the work of the office.

FIRE DRILLS AND FIRE PREVENTION.

Office of the Insurance Commissioner, Territory of Hawaii.

September 11, 1918.

Honorable H. W. Kinney,
Superintendent of Public Instruction,
Honolulu, T. H.

Dear Sir:

Allow me to call to your attention, at this time, the provisions of the Fire Marshal's Rules and Regulations, relating to schools in the Territory, both public and private. The specific requirements are set out under Rule V, beginning on page 13 of the book of rules.

Briefly these provisions are as follows:

- (1) A fire drill of all pupils at least once every month;
- (2) A fire gong, exclusively for fire calls, in each school;
- (3) All rooms to have ample doors and exits;
- (4) All doors and exits to open outward;
- (5) All doors and exits to be unlocked during school hours;

(6) All buildings more than two stories high shall have fire escapes, located at opposite parts of such building;

(7) No chairs, desks or other obstructions to be permitted in the aisles; and

(8) One approved chemical fire extinguisher for each 2,500 square feet of floor space or part thereof.

The Legislature of 1917, by Act 115, creating the office of Fire Marshal and enumerating his powers and duties, provided, by paragraph (f), sub-section (3) of Section 49, a specific duty to be:

"(f) To cause fire prevention to be taught in all public and private schools at least once each week and fire drills to be held in said schools at least once each month and to require that all doors and exits in school and public buildings open outward and be kept unlocked while such buildings are occupied for school or public purposes."

Whether it was intended by this section to have the Fire Marshal prescribe a course in fire prevention to be taught in all schools, or whether it was the intention to leave the particulars to your department. I will not undertake to say, but believing that we can meet the intent of the law by practical cooperation, I should prefer to leave the details to your department, offering as a guide, by way of suggestion, that a brief period be set aside one day of each week, at which time the teachers for each room, or some teacher in each school, give to the students a talk on the desirability, and methods used, in preventing fire losses.

This general subject is a large and interesting one. It could be divided into many parts for the purpose of short lectures which could easily be made interesting and instructive.

As a suggestion:

(1) The origin and history of fire, and the benevolent and malevolent uses to which it may be put;

(2) The great and constant drain upon the resources of our country through fire losses, which amount to approximately \$250,000,000 per year; a sum of values that may be illustrated in many interesting ways;

(3) Preventing fires caused by **carelessness**, the thing that is responsible for the majority of fires;

(4) The value and danger of matches of which there are more than 700,000,000 used in the United States each day—which means that nearly 500,000 flames are struck every minute on an average, every one of which would develop into a destructive fire if it had a chance;

(5) Instructions for handling various kinds of lights and lamps;

(6) The dangers incident to defective stoves, pipes, hot ashes and soot;

(7) How destructive fires are caused by bonfires, rubbish fires, and abandoned fires of campers and picnickers;

(8) The ordinary and extraordinary dangers in cook-

ing and cleaning—many fires being caused from improper methods used in their kindling in stoves, others from oily rags, over-flowing grease, dangerous cleaning compounds, etc.;

(9) The dangers of rubbish accumulations about the house or yard;

(10) The dangers of inflammable liquids, with safety rules for their storage and use;

(11) The special dangers and the tremendous explosive forces of gasoline and gas, both being poisonous and more powerful and more readily explosive than dynamite;

(12) The harnessed servant, electricity—willing to work, but ever ready for escape and rebellion, destroying life and property in a flash, either struck from the sky by lightning or from some familiar appliance in ever-day use;

(13) The dangers inherent in acetylene, calcium carbide and other gas generating substances, phosphorus, etc.;

(14) Care in the use of many common substances and household utilities; the inflammability of cotton bagging, and many fabrics and wall decorations; also, the guncotton products called celluloid, fiberloid, domestic ivory, and artificial leathers;

(15) The great annual loss in life and property from the **carelessness** of tobacco smokers—it has been estimated that five thousand matches are struck every second in the United States to light tobacco;

(16) What to do in case of fire under different conditions; the specific details of where and how to give an alarm; the importance of the first few minutes; how to put out fires while they are small; how to operate a fire extinguisher; the advantages of preventing, where possible, a draft; how some fires may be smothered; the dangers of dashing water on burning liquids; what to do when the clothing catches fire; the advantage of having plans made in advance and knowing just where to find your fire fighting appliances; how to pass through suffocating smoke with the least danger; the first thing to think of and look to in case of fire—life first and property next; and many other things pertaining to the subject, that might prompt themselves to the minds of the teachers.

This office will be very glad to further and assist in any plans that your department may form, and also help in furnishing information, material and advice in preparing school lectures or instructions.

The Honorable P. P. Claxton, United States Commissioner of Education, has said:

"Every boy and girl who would be a good citizen should learn to protect his community and his country against loss by fire."

Very truly yours,

DELBERT E. METZGER,

Fire Marshal.

PERCENTAGE OF JUNIOR MEMBERSHIP JULY, 1918, SHOWING RELATIVE DEVELOPMENT BY STATES

If all the schools doing Red Cross work had been enrolled in the Junior Red Cross, Hawaii would have been much higher in rank.

Hawaii Educational Review

Published by the Department of Public Instruction.
Office of publication, Honolulu Star-Bulletin.

Henry Walsworth Kinney, Superintendent of Public
Instruction, Editor.

V. RULES AND REGULATIONS FOR SCHOOLS AND EDUCATIONAL INSTITUTIONS, THEATERS, CHURCHES, AUDITORIUMS, ASSEMBLY HALLS, FACTORIES, ASYLUMS AND ALL OTHER PLACES WHERE PERSONS LIVE, WORK OR CONGREGATE FROM TIME TO TIME FOR ANY PURPOSE OR PURPOSES.

1. Officials and teachers of public or private schools or educational institutions are required to have one fire drill of all the pupils in attendance at such school or schools at least once each month. There shall be a fire gong which can be distinctly heard in every part of the school building, such gong to be used for no purpose other than for fire drills or in case of fire.

All doors and exits shall open out and all such doors and exits shall be unlocked during school hours.

All theaters, churches, auditoriums, assembly halls, factories, asylums and all other places where persons live, work or congregate from time to time shall have ample exits, and shall have fire escapes where building is more than two stories high, which shall be located at opposite parts of such buildings in a manner that will permit the safe egress of all persons that are or may at any time be in such buildings, and all doors of such buildings shall open out and be unlocked at all times while such buildings are open to the public or private gatherings.

Obstructions.

2. Neither chairs nor other obstructions shall be permitted in the aisles of schools, theaters, churches, auditoriums, assembly halls, factories, asylums or any other places where persons live, work or congregate for any purpose, and all aisles of such places shall be kept clear from any and all obstructions including the persons in attendance or other persons during the time such places are open to the public.

All exits must be plainly marked by red light and the word "Exit," in such manner that same can be plainly discerned from every part of the room, hall or place.

Fire Extinguishers.

3. There shall be installed one approved chemical fire extinguisher for each two thousand five hundred (2500) square feet of floor space, or part thereof in each such building. Such extinguishers will be proportioned 50% two and one-half gallon type and 50% one quart type, all of which shall carry the label of the Underwriters' Laboratories, Inc.

THE STUDY OF HIAWATHA

By Anna Jacobs

Note.—Each pupil should be provided with a note book in which to keep the written work when prepared, the map, questions and answers, and words and definitions. This makes review work easy and will be of value as a reference in later years. In the answers to questions I have given only those that pupils would have difficulty in finding.

OUTLINE

- I. Sketch of the life of Longfellow.
- II. Scene of the story. Map prepared by pupils.
- III. How the poem came to be written.
- IV. The Poem.
- V. Notes and questions on the poem. Read.
- VI. Write a review of the poem.
- VII. Make a list of the principal characters.
- VIII. Learn quotations.

COMPLEMENT OF ABOVE OUTLINE

1. Prepared by each pupil.
- II. In the northern peninsula of Michigan, between the Pictured Rocks and the Grand Sable, the scene of the "Song of Hiawatha" is laid.
- III. One of Longfellow's Harvard pupils, who had spent a summer among the Indians, repeated some of the legends of lodge and campfire to Longfellow and asked him to write a poem about them. Longfellow wove these legends into the "Song of Hiawatha."

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Another version of how it came to be written is, that the Indian legends were told to Longfellow, when he was a boy, by his grandfather. In later years he recalled them and wrote the "Song of Hiawatha."

IV. The poem was published in 1855. It is considered one of the best of Longfellow's longer poems. The hero of the story was an Algonquin hero called Manabozho.

Longfellow confused this myth hero with Hiawatha. He considered them one and the same which was a mistake. There was a real Hiawatha who, probably, was a member of the Iroquois tribe of central New York, yet some facts make it appear as though he was of the Algonquin tribe that inhabited the territory near Lake Superior.

The Indians believed Manabozho's father was the West Wind and his mother the Great Granddaughter of the Moon. Tradition would lead us to believe, that because of his power, he was considered chief among the Manitous.

V. Questions on the poem:

INTRODUCTION

1. What is a legend? A tradition?
2. Where is the land of the Ojibways? the Decotahs?
3. Where is the vale of Ta-wa-sen-tha?
4. Describe fen-lands.

I. THE PEACE-PIPE.

5. Where is the Red Pipe Stone Quarry?
6. Who was Gitche Manito?
7. Define calumet, Prophet, Deliverer, abysses, majestic, compassion, vengeance.
8. Why do Prophet and Deliverer begin with capital letters?
9. Why did the Indians fill the pipe with the bark of willow?

10. Where is the Valley of Wyoming? Tell something of the Indian troubles there.

11. Where is the Tuscaloosa? Why so named?
12. Locate the territory occupied by each of the tribes mentioned in lines 60-65.
13. Learn something of the animals spoken of in this chapter.

II. THE FOUR WINDS

14. Learn the Indian names for the winds.
15. Describe a belt of wampum.
16. Define muffle, cumbrous, whimper, dominion, odors, iceberg, sedge, fen, seatang, moorland.
17. What month is the Moon of Snow-shoes?
18. Do Indians talk to animals as in lines 43-57?
19. Tell about Shingebis.
20. Describe an Indian smoke flue. Contrast with other smoke flues.

III. HIAWATHA'S CHILDHOOD

21. Learn something of Longfellow's childhood.
22. Tell something of your own childhood.
23. Who was Nokomis? Wenonah?
24. What does Wa-ho-no-win mean?

25. Define false, wigwam, linden, reindeer, sinews, comet, plumes, war clubs, insects, candle, antlers, applause, brake.

26. What was the "Death Dance of the Spirits?"

27. What was the "Broad White Road in Heaven?"

28. Who was I-a-goo?

29. Tell about "Hiawatha's Chickens," "Hiawatha's Brothers."

IV. HIAWATHA AND THE WEST WIND

30. What is the difference between the childhood and the manhood of a person? Of Hiawatha?

31. Where is the Es-co-na-ba?

32. What are the "Mountains of the Prairies?"

33. Where is the land of the Crows and Foxes?

34. Define lurid, enchanted, magic, vapors, tresses, ancient, courage, boasting, terror, gesture, conflict, valor, visions.

35. Describe mocassins. Arrows.

36. What were the "days of Shah-shah?"

37. Where are the Falls of Minnehaha? What does the name signify? For what are they noted?

38. What does Ka-goo mean? Ka-ween?

V. HIAWATHA'S FASTING

39. What does fasting mean?

40. Find out what you can of the Indian's fasting.

41. Do other people fast? Why?

42. When was the Moon of Leaves?

43. Learn about the Indian corn or maize.

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44. Define nation, landscape, warrior, molest, darksome, greensward.

VI. HIAWATHA'S FRIENDS

45. What does "The Kingdom of Ponema" mean?
 46. Explain "I must break the ice for fishing."
 47. Where are the rapids of Pau-wa-ting?
 48. Define counsel, margin, ponder, sheer, triumphant.

VII. HIAWATHA'S SAILING

49. Where is the river of Ta-qua-me-naw?
 50. Why had Hiawatha no paddles for his canoe?
 51. Define pliant, resin, fissure, magic, channel.

VIII. HIAWATHA'S FISHING

52. Define transparent, armor, summit, bream, tumult, rapids, achievements, marshes, skeleton.
 53. What does E-sa mean?

IX. HIAWATHA AND THE PEARL-FEATHER

54. Who was the great Pearl-Feather?
 55. Meaning of "Fires by hosts of dead men kindled?" "Dead-man's Moccasin leather?"
 56. Define ambush, marshes, hurtled, passage, fibers, beach, message, meshes, trophies.

X. HIAWATHA'S WOOING

57. Define wooing, pondered, errands, cataract, chalcidony, jasper, rushes.
 58. Learn something of the Dacotah Indians.

59. Find out all you can about the Falls of Mine-haha.

XI. HIAWATHA'S WEDDING FEAST

60. Who gave the feast? Why did they not eat with their guests?
 61. What is a game of hazard? Indian games of hazard?
 62. Where is Na-gow Wudj-o?
 63. When is the Moon of the Falling Leaves? Moon of Bright Nights? Moon of Strawberries?
 64. Define boaster, marvelous, messengers, raiment, pemican, marrow, guests, mischief-makers, credence, achievements, adventures.

XII. THE SONG OF THE EVENING STAR

65. Tell the story about Os-ce-o. O-wee-nee.
 66. Tell the Indian myth about the Red Swan.
 67. Define plumage, twilight, transfigured, shards, transformed, planet, jesters.

XIII. BLESSING THE CORNFIELDS

68. Why did the Indians bless the cornfields?
 69. Define destruction, mildew, marauders, devastation, scarecrow, consecrated, verdure, misshapen.

XIV. PICTURE WRITING

70. What is meant by Picture Writing?
 71. Tell historical instances of the use of this picture writing.
 72. Define wisdom, generations, traditions, visions, totem, projecting, symbol, circles, noontide, invitation, chanted.
 73. On what did the Indians do the picture writing?
 XV. HIAWATHA'S LAMENTATION
 74. Define lamentation, abysses, commotion, melancholy, simples, mystic, wafted, encampments, ay, burdens, antidotes.
 75. What was the Sacred Lodge?
 76. What was the work of the Medicine Men?
 77. Lines 56-86 were read at Longfellow's funeral. Learn lines 56-61.

XVI. PAU-PUK-KEEWIS

78. Define frenzy, cricket, achievements, monstrous, wisdom, burnished, nimble, nephew, unguarded, headlands.

XVII. HUNTING OF PAU-PUK-KEEWIS

79. Define streamlet, chinks, contrivance, tranquil, lithe, pinions, features, caverns, gambols, harvest.

XVIII. DEATH OF KWASIND

80. Who was Kwa-sind?
 81. Learn something of Achilles. Norse Lok.
 82. Define conspired, mushrooms, audacious, mortals, sluggish, brawny, attendants, asunder.
 83. What is a current? Name and locate some currents.

XIX. THE GHOSTS

84. What are ghosts? Who were the ghosts in the story?

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85. What do the Indians consider the choicest part of an animal?

86. Where were the realms of Chi-bia-bos?

87. Learn about the vultures.

88. Define scanning, level, crouched, garments, portions, morsels, brands, famished.

89. What does "Blessed Island" mean?

XX. THE FAMINE

90. What is a famine? Do you know of any famine? What was the cause?

91. Who were the guests that now visited Hiawatha?

92. Define anguish, vacant, thickets, beckons.

XXI. THE WHITE MAN'S FOOT

93. Who was Segun? Peboan?

94. What are our first flowers?

95. What did the Indians think of the White Man?

96. What plant is called the White Man's Foot? Why?

97. Define peacepipe, flintstone, foliage, smoldered, intolerable, jeering, jesting, vision.

98. What were the "canoes of thunder"? Describe.

XXII. HIAWATHA'S DEPARTURE

99. Who were the Black Robes? Palefaces?

100. Define departure, triumph, hazy, guides, unfamiliar, basswood, nation, message, disciples, ascended, sultry, ambush, dingle, journey, mists.

VI. Prepared by each pupil.

VII. Hiawatha, Minnehaha, Nokomis, Wenonah, Chi-biabos, Kwasind, Iagoo.

VIII. These selected by the teacher or by the pupils.

ANSWERS TO SOME OF THE ABOVE QUESTIONS

2. Ojibway lands—northern peninsula of Michigan.
Dacotah lands—in northern peninsula of Michigan, west of the Ojibways.

3. Vale of Tawasentha—Albany County, New York.

5. Red Pipe Stone Quarry—The dividing ridge between the Minnesota and Missouri rivers where catlinite, used by the Indians for making pipes, is found. For many years it was neutral ground for all tribes.

6. Gitchie Manito—the Indian God or Great Spirit.



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9. The Indians mixed the bark of the willow with the tobacco to improve its flavor.
10. In Pennsylvania.
11. A district in Alabama named for an Indian chief.
12. Delawares—New Jersey and Delaware.
Mohawks—one of the Six Nations of New York.
Choctaws—Alabama and Mississippi.
Comanches—Shoshone tribe. Texas and Mexico.
Shoshone—West Idaho, Utah, Nevada.
Blackfeet—Northwest.
Pawnees—Western prairies.
Omahas—Northwest.
Mandans—Northwest.
Dacotahs—northern Michigan.
Hurons—shores of Lake Huron.
17. November.
18. It is said by those familiar with Indians that they talk to animals in the way described in the poem. The Indian superstition led them to believe that the animals understood.
20. The Indian wigwam has two loose skins at the top. They are on opposite sides. According to the direction of the wind, one of these is opened and serves as a chimney.
24. A cry of sorrow.
26. The Aurora Borealis.
27. The Milky Way.
28. The story teller of the tribe. They believed all his stories but the one, that away to the east was a great body of salty water on whose shores lived white men.
31. A river of Michigan.
32. Dividing line between Minnesota and Missouri rivers. The Red Pipe Stone Quarry region.
33. Crows in Northwest. Foxes in Wisconsin.
36. Days of long ago.
37. In the Minnehaha River near Minneapolis. Laughing Water. For their beauty and water power.
38. Do not. No indeed.
42. May.
45. The Indian Heaven.
46. In northern countries they break the ice to set the nets.
47. Same as Sault Sainte Marie.
49. In northern Michigan.
50. He guided his boat by speaking to it.
53. Shame upon you.
54. The evil spirit.
55. The Indians build fires on the graves of the dead to light them to the Happy Hunting Ground. If this is not done the dead must stop on the way and build the fires. A fungus growth on the trees.
60. Hiawatha. The Indian's idea of politeness is that the one who gives the feast must serve his guests, not eat with them.
61. The game of bowl. Game of plumstone.

62. Grand or Pt. Sable on shore of Lake Superior.
63. September. April. June.
66. Given in Schoolcraft's "Algic Researches."
71. Given in most school histories.
68. To keep the fields free from blight, the invasion of insects and to make them bear bountifully.
73. On bark skins, totem poles. The figures in the beadwork, baskets and rugs, etc., mean something to the Indian.
75. Lodges built for their medicine ceremonies. They have high peaked roofs.
76. Healed the members of the tribe and performed all kinds of magic.
81. Given in Greek and Norse mythologies.
85. The fat.
86. He was thought to be the ruler of the "Land of Spirits."
89. Indian Heaven.
93. Spring. Winter. The complete story is given in "Algic Researches."
94. The pupils should know the first flowers of their locality.
95. Given in the histories.
96. Plantain. It was not known in the West until the white man came.
98. Ships.
99. Jesuit priests. White men.

ARBOR DAY IN THE SCHOOLS

Friday, November 22, will be designated by the Governor of the Territory of Hawaii as Arbor Day. On this day exercises should be held at the schools and where possible trees should be planted by the pupils to beautify the school grounds.

Trees will be furnished by the Board of Agriculture and Forestry, Mr. David Haughs, Forest Nurseryman, Honolulu.

An extract from the Review of 1916 explains the planting and care of trees.

The following are the different kinds of trees available:

- Golden Shower (*Cassia fistula*).
- Pink and White Shower (*Cassia nodosa*).
- Pink Shower (*Cassia grandis*).
- Royal Poinciana (*Poinciana regia*).
- Yellow Poinciana (*Peltophorum ferruginum*).
- Jacaranda (*Jacaranda mimosaefolia*).
- Pepper Tree (*Schinus molle*).
- St. Thomas Tree (*Bauhinia tomentosa*).
- African Tulip Tree (*Spathodes companulata*).
- Silk Oak (*Grevillea robusta*).
- Ironwood (*Casuarina equisetifolia*).
- Japan Cedar Sugi (*Sryptomeria Japonica*).
- Blue Gum (*Eucalyptus globulus*).
- Lemon Gum (*Eucalyptus citriodora*).

Swamp Mahogany (*Eucalyptus robusta*).

The following excerpts from the bulletin issued by the Department of Agriculture and Forestry will be found useful:

Treatment of Plants When Received From the Nursery

The box of plants when received from the Government Nursery should be placed in a partly shaded place, as under or behind a tree or bush, where it will be protected from the midday sun. It should remain there undisturbed until the holes are properly prepared and the time for planting arrives. A sprinkling of water each afternoon is all that is required. Care should be taken that seedlings that have just been watered are not exposed to the direct rays of the sun, especially during the middle of the day.

Planting

In planting out great care should be taken to prevent the tender roots from being exposed to the air. As much soil as possible ought to remain intact around the roots. After the plant is set the soil around it should be thoroughly firmed. If possible plant on a dull or showery day.

A very general mistake in tree planting is to plant too deep. It must be remembered that the best soil is generally at or near the surface and that the tender roots of the young plant will take more kindly to it than to the often sour and poor subsoil to be found a little deeper. When digging the hole the best soil should be put to one side and used around the roots of the tree when planting.

After planting, hoeing and cleaning away the grass and weeds is necessary until the young trees get well above the grass or bush.

Nearly everywhere a tree will thrive better and grow faster during its early years with cultivation than without it. The purposes of cultivation are mainly to protect the young tree from the encroachment of weeds and grass, to keep the soil about it in good condition and to retain the moisture. If planted in a dry time the tree should, if possible, be watered. This should be done by giving a good soaking once every two days for two or three months, or until the tree has got a good start, then twice a week, and later once a week, as the roots go deeper into the soil. It should be remembered that the more careful the attention is that can be given to the tree, the more likely is to become established as a vigorous and thrifty specimen.

Protection of the Tree From Injury

Protection from strong winds in exposed places is necessary until the tree gets well rooted in the soil. This may be done in different ways. Probably the cheapest and easiest plan is to drive in two stakes on the windward side of the tree about three feet apart and to tie to them an old grain or sugar bag. One thickness is enough. Where there is danger of injury from cattle or other stock the young tree should be protected by some sort of a fence. While the tree is small, stakes set about it are usually sufficient; as the tree grows larger an inexpensive frame work should be built.

Grass and weeds should, of course, be kept away from the tree until it grows large enough to rise above them, when it will take care of itself.

There is no restriction as to the number of trees to be given to the schools for Arbor Day planting. We do, however, hope that no more trees will be ordered than can be properly planted and cared for. Orders for trees coming from Oahu should be in our hands at least one week before the date set for Arbor Day and from the other islands not less than ten days.

Be sure to have your orders placed in plenty of time so that the trees will arrive on time. It is better to have them on hand a few days ahead than to have to postpone the planting. Any information in regard to tree planting may be obtained by addressing the Division of Forestry, Department of Agriculture and Forestry, Honolulu.

OAHU TEACHERS' CONVENTION

At a meeting of the Directors of the Teachers' Association it was decided to emphasize war work in the schools as the central theme of the meeting. It is hoped to make the meeting inspiring to all.

Efforts are being made to secure the best speakers possible. There are representatives here of all the prominent war movements, and there are many educational aspects of the war that we should be familiar with. A full program will be presented in the next number of the "Review."

RENEW ALLEGIANCE TO THE CAUSE OF DEMOCRACY

We believe in the United States of America as the most vital example the world offers of a "government of the people, for the people and by the people" where just powers are derived from the consent of the governed; "a democracy in a republic; a sovereign nation of many sovereign states, a perfect union one and inseparable; established upon those principles of freedom, equality, justice and humanity for which American patriots have and are sacrificing their lives and fortunes." We, therefore, believe it is our duty to teach the youth of the land to love it, obey its laws, respect its flag and defend it even with their lives against all enemies both within and without. We pledge anew our fealty to our country in this hour of strife and reaffirm our entire sympathy with the cause for which our nation strives; we consecrate ourselves to the cause of freedom; we shall neglect no opportunity to teach our youth loyalty to state and nation, to respect public officials and to support in every way possible the administration of both state and nation in their efforts to win a decisive victory over the assailants of democracy.

WAR ACTIVITIES

We believe the children of the state and nation should be privileged to help bear the burdens of the war and to help make the world safe for democracy. It is wise, therefore, to accept the challenge of many of the great movements which have grown out of the war, and

form the children who are under our tuition of the causes of the war, of the justice of our cause, of the principles for which we contend and of the lessons of free institutions, the greatness of our nation, the power of our arms and the glory of our flag. We believe that a definite place should be assigned to such war activities

as production and conservation of food, thrift campaigns, Red Cross, and such forms of service as will tend to develop in the rising generation a love of liberty and a just appreciation of privilege in a democracy.—From Educational News Bulletin.

BE A TRUTH-TELLER

Help Fight the Battle Over Here. Fire These Facts for Uncle Sam

1. We have now more than 1,500,000 soldiers in Europe.
2. We have more than doubled the pay of our soldiers since the beginning of the war.
3. Our Government furnishes as high as \$10,000 life insurance to its soldiers under conditions and rates that make it the most desirable in the world, and furnishes it after the war, as during the war.
4. American troops at home and overseas are setting world records for health and low death rates. Deaths from disease among the soldiers for the week ended July 20 were at the rate of 1.9 per thousand a year. Surgeon General Gorgas says such a record never has been surpassed by any military establishment. Previous to this the best record was 20 per thousand, which was the rate during the Russo-Japanese war. The annual death rate among civilians of military age is 6.7 per thousand.
5. There has never been a war before this in which such effective work has been done to restore wounded soldiers. Of all soldiers sent to the hospitals only 45 in every 1,000 die. This includes those who die of diseases as well as those who die of wounds. Of all soldiers wounded in action more than four-fifths return to service, many of them in less than two months. These figures are based on an average of both British and French official figures, including officers and men.

It takes money to protect the soldiers.

Here are some of the things your money will do:

6. Ten persons buying one Thrift Stamp per week will every month supply a soldier with one gas mask.

Moore's improved non-leakable

FOUNTAIN PEN

(Guaranteed)

For teachers and students

A perfect pen for rapid note work

All different
styles and sizes

\$2.50 Up

The Hawaiian News Co., Ltd.

Young Hotel Bldg.

Bishop St.

Honolulu

A good many teachers have already opened charge accounts with us and have made purchases—they find it to their advantage to do so—it's an easy way to shop and they get what they want without delay. Try it.

PHIPPS SAILORS

A heavy rough white straw, modishly shaped, a serviceable and practical school hat.

Special at \$5.00

We carry a full and complete line of all classes of millinery.

DRESSES FOR ALL OCCASIONS.

In the foremost styles and materials. We carry a most complete line of the famous

BETTY WALES DRESSES

In wool and wool-satin combinations.

RAIN COATS

Cravanetted and Rubberized,
In plaids, plain colors and mixtures
\$15.00 to \$30.00

LINGERIE WAISTS

In voile and mull, embroidered and lace
trimmed, all sizes
\$3.50 to \$18.50

PAUL JONES MIDDIES

In plain white and white with blue col-
lars and trimmings, regular sizes \$3.50.
Extra large sizes \$3.75 and \$4.00

TAILORED WAISTS

Many unusually clever styles, shown in
dimity and linen.
\$4.50 to \$7.50

KHAKI TRAMPING SUITS

Norfolk coat, tailored skirt, very prac-
tical
Special \$4.50

BATHING SUITS

In either cotton or wool—any color com-
bination you may desire.
\$3.50 to \$10.00
Bathing shoes, caps, stockings and water-wings.

STEAMER-MOTOR COATS

In English mixtures, Scotch Tweeds,
Silvertones, Miltons and Jerseys.
\$25.00 to \$50.00

UMBRELLAS

Styles and sizes for men and women,
all silk.
\$4.00 to \$10.00
Union silk \$3.50—Cotton \$1.75 to \$3.00.

THE LIBERTY HOUSE
HONOLULU - - - - HAWAII

7. Fifty persons buying one Thrift Stamp per week will every month provide anesthetics for making 400 operations painless.

8. One hundred and twenty persons buying one Thrift Stamp every week can supply the food for ten men continuously.

9. One \$50 bond applied by the Government would take care of 160 trench wounds, which can be cared for with first-aid packets.

10. One \$50 bond will buy 112 hand grenades, or 10 cases of surgical instruments for officer's belts, or 37 cases of surgical instruments for enlisted men's belts.

Submarines will not win this war.

The Germans have only partially acknowledged this, but here is what is happening:

11. The allied and neutral shipping sunk by enemy submarines during July, 1918, amounted to 270,000 tons, compared with 534,839 tons sunk in July, 1917.

The entente nations constructed during July a tonnage of 280,000 tons in excess of that destroyed during the month by enemy operations.

Up to August 15th the entente tonnage sunk in 1918 was 50 per cent less than that lost during the same time in 1917.

12. In the month of June alone we built the equivalent of about 70 per cent of what the German submarines destroyed, and Great Britain and France built much more than the remaining 30 per cent. The United States alone will soon be building more ships than the German submarines have been destroying.

13. The National Shipping Board is rapidly building up our merchant marine on such a scale as to call for the admiration of all maritime nations. Chairman Hurley announced in July of this year that there were 118 fully equipped shipyards in the United States and 44 others partly completed, 23 of which were more than 75 per cent finished. Thirty-seven steel yards which the United States had when war began, had then grown to 72. Eighty yards for building wooden ships are now in operation or nearing completion. The remainder of the total number of yards are for building concrete ships.

Let Thrift Be Your Ruling Habit

To spend one's declining years in comfort is principally a matter of proper saving during the period of activity.

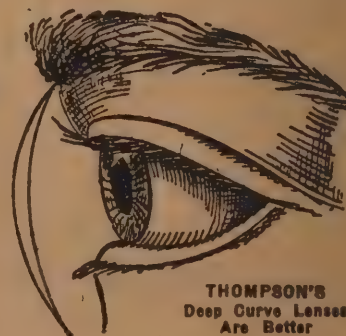
Our SAVINGS BANK is at all times ready and willing to extend every possible service to its depositors. Interest paid at rate of 4% per annum.

**Bishop & Co.,
Bankers**

Honolulu, Oahu

Hilo, Hawaii Waimea, Kauai

Modern Eye- Testing



THOMPSON'S
Deep Curve Lenses
Are Better

By the intelligent use of modern eye-testing instruments and methods, we are now making the most exacting eye tests with absolute accuracy with no detention from business or school.

THOMPSON OPTICAL INSTITUTE, Ltd.

HONOLULU'S LARGEST AND BEST
EQUIPPED EXCLUSIVE OPTICAL HOUSE

156-158 HOTEL ST., OPP. YOUNG HOTEL

DR. L. E. CAPPS, Mgr.

Hawaii Educational Review

THE TERRITORY OF HAWAII IS AN INTEGRAL PART OF THE UNITED STATES OF AMERICA

Vol. VI. No. 19.

NOVEMBER, 1918.

Price, 10c

The Star-Bulletin Garden Contest

By W. R. FARRINGTON

Boys and girls throughout the schools of the Territory should be getting everything in readiness for the Star-Bulletin School Farm and Home Garden Contest for the season of 1919. The management of the Star-Bulletin states that it will continue the contest on practically the same lines that it has been carried on for two years past. This is done to reward the children for their splendid work, not only in connection with this immediate contest but also in the service of the country.

It is well to remember that Hawaii's School Gardens were in full swing three years ago. Then the war came to our country, and one of the first requests sent out to the boys and girls of the United States was that they should raise food products. The result has been that the War Garden is one of the great features of the mainland program for supporting the boys at the front. Hawaii was prepared, the School Gardens of her boys and girls were in the Government's service from the very first.

This is a splendid record for Hawaii and we all feel very proud of it. We must not lose our standing, we must continue the good work, so that the planting of gardens and a wider knowledge of how to handle agricultural products will become one of the permanent features of our island life.

The prizes will be about the same as they were during the season of 1918. It has been found that a larger number of prizes, and smaller amounts, with a certificate for those specially recommended, is very satisfactory.

Letters have been sent to those who served as judges last year requesting them to make suggestions for the improvement of any detail that may occur to them.

It is especially desired by the management of the Star-Bulletin that the teachers and the children who are engaged in this contest shall become thoroughly imbued with an appreciation of the importance of this work. Hawaii is an agricultural country. The children who are growing up in the Islands must naturally look to some form of agricultural development for their future employment. There is no other employment that is more dignified or capable of bringing better returns, in comfortable homes and fair financial remuneration than the various pursuits of successful agriculture.

The boys and girls should bear in mind that it requires brains and experience to become good farmers. This applies to big plantation work just as much as it does to the growing of gardens, and the growing of



OMINE FUKUDA, AGE 9, HILEA SCHOOL, W. HAWAII.

This girl has knit 9 sweaters, 5 pair wristlets, 5 wash cloths. Her work is commended highly for its quality.

gardens furnishes are preliminary education and experience to enable the boys and the girls to take an important place in the large agricultural industries of the Territory.

The Hawaii of the future will be an entirely different place from the Hawaii of former days. We shall have better roads in the country districts. There will be favorable conditions under which men can establish their homes in connection with the main industries of the Territory. Country life will be more attractive and

There will be better returns for the expenditure of labor. The man who works in the fields will be an educated man. The woman in the home will be an educated woman. We shall have on our plantation areas, homestead sections and ranches, men and women who started in the public schools of Hawaii and there procured the knowledge of how to gain a profit from the soil, as well as ideals for establishing comfortable homes. Graduates of the College of Hawaii will be taking a leading position in the agricultural enterprises.

The fields will be cultivated by the boys who have been born, brought up and educated in the Islands, and these boys will be proud of the fact that they are able to make a good living and become a part of the developing industry of the Territory.

This reflects to some extent the purpose and ideals that are behind the Star-Bulletin's enterprise. School farms give the children lessons in co-operation. On these farms they learn how to work together. There is just as much value in team work when running a farm as there is in running a baseball or a football team. The Home Garden gives the children training in independent effort for themselves.

One of the most satisfactory features of the whole project is the distinct improvement that has been shown from year to year in both the School and Home Gardens. This has been especially remarked by Judges who have competed in more than one contest. They find that the children, profited by the mistakes and also the suggestions of former years.

It should be borne in mind that the Star-Bulletin contest does not in any way interfere with any local contest that may be inaugurated by different Island organizations. There can be no possible friction between this contest and any that may be started by business men of either the Island or individual districts; any contestant who is entered in the Star-Bulletin list is entirely free to also enter his or her garden in any other contest. Our purpose is to arouse a real interest in making the soil produce. We want the children to understand that a great deal of pleasure and a steady source of profit can be obtained from a garden. Once they learn how to conduct a small unit there is every reason why they should become more deeply interested as they grow older, and see greater opportunities.

If there are any boys or girls of Hawaii who think that agriculture is not one of the coming industries of the very near future their attention should be called to the report of the recent meeting of the Bankers' Association of the United States. A special committee of that organization has taken up the subject of banking in its relation to the people who produce from the soil. This committee showed in its report that in 42 states on the mainland there are state committees of bankers working constantly on agricultural products; in 10 states every one is organized under a special committee; 600,000 farmers have joined the Banker-Farmer Bureau; 5,000,000 women and girls have enlisted for home demonstration work. In many instances bankers have hired

agricultural experts and demonstrators to form clubs, classes and contests, in which two million boys and girls are doing propaganda work.

Mainlanders are following the lead of Hawaii's boys and girls. Prove that this leadership is so wise and so enthusiastic that our boys and girls shall ever remain at the head of the procession.

THE THRIFT STAMP BRIGADE

By Sophia C. Reineke.

Tune: "Marching Through Georgia."

We are young Americans who long to do our bit,
We're too small to go and fight—to small to sew or knit,
But we're showing everyone we're full of pluck and grit,
While we are fighting the Kaiser.

Chorus:

Hurrah! Hurrah! We're buying Savings Stamps!
We'll help the soldiers who are in our camps!
We'll arm them, clothe them, feed them on their long
and weary tramps,
While they are fighting the Kaiser.

Patriotic boys and girls, as everybody knows,
Are not spending money now for lollipops and shows;
Every penny they can save into the Thrift Fund goes,
So they can help fight the Kaiser.

When the war is over, oh, how happy we will be!
For we know our soldier boys will win the victory;
Think how proud we'd be if they should say to you
and me,
"You helped us conquer the Kaiser."

THE THRIFT STAMP

By Marian L. Gill.

Note—This was recited at a patriotic concert by a small boy dressed in green.

I am green,
And I am small,
But I get there
After all.

I buy bullets,
I buy ships,
Scare the Kaiser into fits.
Parts of me are in the air,
Parts of me are in the sea,
Some in France, and some right here,
All of me for Liberty.

I help Wilson,
Justice, too,
I help Uncle Sam,
And—YOU.

Kan the Kaiser,
Make him sick,
I'm a THRIFT STAMP—
Buy me quick.

GRAPHIC LINEAR ILLUSTRATIONS IN GEOGRAPHY.

Herbert A. Wade, Principal Haiku School.

Geography is preeminently the study of the map. Some people are "map cranks." I am one of them. My object in writing this article is to spread the infection. The disease is not dangerous. A mild attack cannot possibly hurt you and may even do you good. As this is intended chiefly for VI grade and upwards, it deals with Europe, but a little ingenuity and a compass will bring out many items of interest and information in regard to America and the Hawaiian Islands which can be used for comparison similarly.

As London is the greatest city and most important center in Europe we will use that as a starting point each time.



Fig. 1.

Fig. 1 represents a circle of 100 miles radius. On this 100-mile circuit, almost directly on the cardinal and semi-cardinal points of the compass, are some of the most important cities in Great Britain, and, what is most surprising, despite this limitation, they all commence with "B." Birmingham, of course, is the greatest hardware city in Europe if not the world. Bristol is the second chief port of Western Britain, whilst Boston is an important port in the trade with the continent. Directly opposite Birmingham, almost 100 miles on the other side of London, is the important French port and present military base of Boulogne, whilst Beccles and Bournemouth are two of the most celebrated watering-places of the British Isles.

Finding that a circle 100 miles from London cuts through Bristol, Birmingham, Boston, Beccles, Boulogne and Bournemouth, we will take that distance as a standard and call it "B."

Twice "B" is the distance to Blackpool (the play-

ground for the millions who inhabit the great cotton and woolen manufacturing districts in the west of England), Bangor, Bodmin, Brussels, Antwerp and Paris. See Figure 2.



Fig. 2

Jericho is looming large in the news at the present time owing to General Allenby's successful operations in Palestine. Have you any idea of its distance? Four thousand? No—only two thousand two hundred. You can remember this easily because it is the same distance as Timbuctoo.

To Timbuctoo or Jericho

Is twice as far as "Gib" you know.

The London to Jericho bee-line cuts Serbia just half way, as, also the London to Timbuctoo line cuts Gibraltar half way (1,100 miles) (22 and 11 B, you know, respectively.) The former about the distance from Honolulu to San Francisco.

Figure 3 shows the angles at the corners of an equilateral triangle of 13 B (or thirteen journeys from London to Birmingham) to be



Fig. 3.

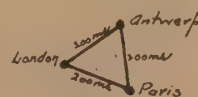


Fig. 4.

those towns which have great significance in the war news at the present time—London, Petrograd, Salonika. Nearly the whole of Germany and Austria is inside that triangle, whilst a similar triangle of 200 miles shows London, Antwerp and Paris at the angles—L. A. P. See Figure 4.

Figure 5 represents the arc of a circle of 1,000 miles radius, or 10 B.

B—a convenient distance for a standard as a glance at the illustration will show that it contains many important towns in many different countries. About 20 degrees north of a direct line E, from London 1,000 miles, will

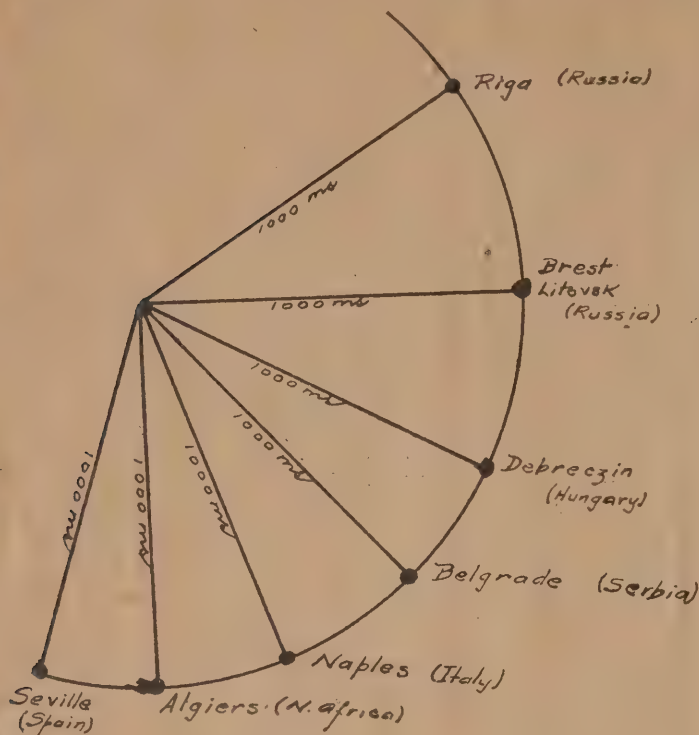


Fig. 5

bring us to Russia's lately captured port of Riga, whilst, due east, is a town which will rank high in the future history of the world as the city where Russia's impractical statesmen were tricked into the so-called peace of Brest-Litovsk. A peace of annexation forced upon an idealistic people by a gigantic autocracy based on slavery. Continuing southward by a series of 20 degrees we reach Debreczin in central Hungary, then the oft-captured but heroic capital of Serbia, Italy's largest port on the famous Bay of Naples, then continuing due south, Algiers, the nearest point in Africa, and, still one thousand miles from London, old Seville, where the oranges and nuts come from. All these are the 10 B's distance from London.

Having employed concentric circles, arcs and equi-

lateral triangles as graphic illustrations, we will conclude with two more geometric forms, the square and isosceles triangle. Constructing a square on the thousand mile line due E. from London to Brest-Litovsk

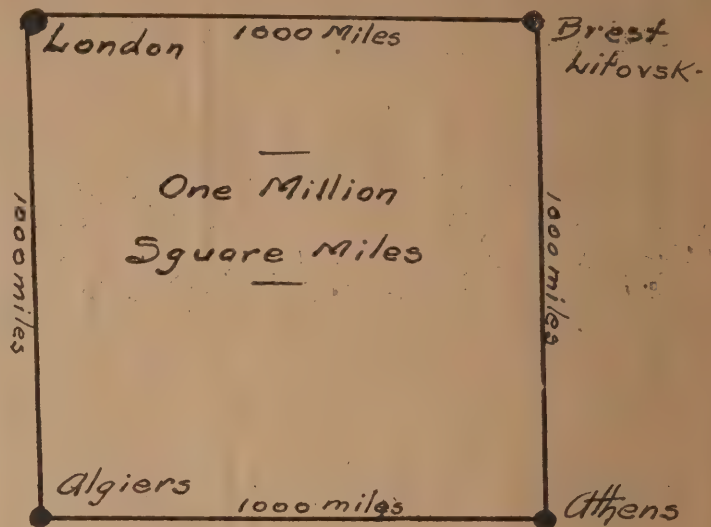


Fig. 6.

we get an enclosure of one million square miles whose other angles are at Athens and Algiers. (Fig. 6.) Fifteen hundred miles from London, and due east from Edinburgh, is Russia's old and present temporary capital, Moscow, whilst the same distance from London and just over 1,000 miles south is Constantinople. (Fig. 7.)

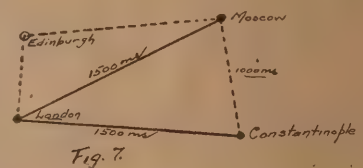


Fig. 7.

I would suggest that some such graphic illustrations will tend to add interest to geography lessons, while the practical value of the approximate location and distance of the chief geographical features is apparent. By acquiring a standard of comparison, too, geography will live in interest as a live subject rather than its antithesis, a dreary list of mere names.

Now get your map books and see what you can find for yourself.

CONSERVATION

Mr. Hoover's Outline of the Food Conservation Program Necessary for the Coming Year.

"There is no prospect of a proper ending of the war before the campaign of the summer of 1919. To attain victory we must place in France three-and-a-half million fighting men with the greatest mechanical equipment that has ever been given to any army. While we expect the position on the Western front may be improved, from a military point of view, between now and then, there can be no hope of a consummation of the demonstration work secure until another year has gone by.

"If we are to accomplish this end in 1919, we will save a million American lives that will be expended if we have to continue until 1920. To give this final blow in 1919, we have not only to find the men, shipping and equipment for this gigantic army, but this army, the Allied Armies and the Allied civil population must have ample food in the meantime if we are to maintain their strength. We can do all these things and I believe we can bring this dreadful business to an end if every man, woman and child in the United States tests every action every day and hour by the one touchstone—does this or that contribute to winning the war?

"The food program is no small part of this issue. To

ember, 1918.

HAW

le in recording, so another device is used
measuring machine. Our soldier puts on
oes with this little device in them. Then he r
incline of 30 degrees, striking his heels on meta
f the shoes do not fit exactly the device regist
act. Every soldier has a good supply of clean
and after a long march his feet are examined by a doc

No army has ever been kept as healthy as ours. The
death rate, here and abroad is eight men out of every
ousand. Many of the men who fall ill caught their
disease before they left home. It has been found that
the average gain of the American soldier after he enters
the army is twelve pounds.

The Government is spending its money wisely in tak-
ing care of its soldiers.

WAR SAVINGS AND THRIFT TALK.

Lee Chong, Kaiulani School, Grade VIII, Four-minute
speaker. Delivered at Bijou Theater, Honolulu.)

Friends, countrymen and patriots, I come not to prac-
se oratory, but to bring a message to you.

Why we should buy stamps.

The Thrift and War Savings Stamps have a two-fold
meaning.

First, to allow the people of America to increase its
country's resources, by their dollars; second, to estab-

my
ond, a
in gold to
Third, the little money
ica. Should a part be then inv
tice? Fourth, God made us to hon
respect our country. Am I not fulfilling
I buy Thrift Stamps? Fifth, independe
bought with gold. It must be bought with
Money will help to save this blood. Should
help to save blood of the sons of liberty?

A hundred million of free born citizens have
swered the call of humanity. We offer our lives and
the little that we have. We give it gladly to maintain the
honor, the dignity, of the country that Washington es-
tablished, that Lincoln preserved, and that the sons of
liberty will never allow to perish.

Therefore buy War Savings or Thrift Stamps. It is
the least we can do for our country. Do it now.

Moore's improved non-leakable

FOUNTAIN PEN

(Guaranteed)

For teachers and

A perfect pen for rapid

fferent
nd sizes

The Hawaiian New

de.

Bishop St.



ationing in Honolulu, stay at the

Blaisdell Hotel

Its location on the Ewa side of Fort Street, half way between Hotel and Beretania streets, has everything to recommend it—for it is in town, yet away from the crowds. Handy for all shopping and business purposes, and also within reach, by car, taxi, or walking-tour of everything worth seeing or doing in Honolulu. Theatres, Y. M. C. A., churches, Y. W. C. A., boat houses, parks—all within easy reach of those who make their temporary home at The Blaisdell.

Rooms with and without private bath.

Blaisdell Hotel is a modern concrete building—the newest, cleanest, coolest hotel in Honolulu. Every room is so built as to be sanitary in every respect. White enameled beds, with comfortable springs and mattresses. Running water at the white-enameled set-bowl in every room. Cleaned by vacuum process, so that absolute cleanliness is assured. Good ventilation everywhere. Cool halls on each floor. Wide, cool lanais all around the rear sides of the hotel. First floor, with courteous clerk in charge day and night. Telephone in every

Every Room An Outside Room.)

Best to reserve YOUR room without delay.)

cleanest, coolest, most central hotel



provide ships for our Army we have not only to build all that we can but we must have the help of Allied shipping. In order that the Allies may provide this, they must take food ships from the more distant markets and place them upon the shorter run to the United States. We must decrease our imports of sugar, coffee and tropical fruits.

"Under these conditions, the demand upon us is for larger supplies. The conferences on food supply and shipping we have held in Europe enable us to estimate our burden. Compared with previous years, the Allied civilians and armies, our own armies, the Belgian Relief and certain neutrals who are dependent on us require the following round amounts from us:

	Average 3-year Pre-war Shipments Tons.	Shipped Year ending July 1, 1918 Tons.	Must ship Year ending July 1, 1919 Tons.	Increase this year over last year Tons.
Meats and Fats (Beef, Pork, Dairy, Poultry and Vegetable Oil Products)	645,000	1,550,000	2,600,000	1 050,000
Bread Stuffs (Wheat and substitutes in terms of grain).....	3,320,000	6,800,000	10,400,000	3,600,000
Sugar (From United States and West In- dies)	618,000	1,520,000	1,850 000	330,000
Feed Grains (Mostly Oats)	950,000	1,950,000	2,700,000	750,000
Totals	5,533,000	11,820,000	17,550,000	5,730,000

"Even this programme means further denial of the Allies next year. They are making this sacrifice in the common cause. We must maintain the health and strength of every human being among them or they will be unable to put their full strength alongside our own in the supreme effort. At the President's direction, I have assured them that 'In this common cause, we eat at a

common table,' and upon entering these conference in Europe we promised them that whatever their war-food program called for from us we should fulfill."

NEVER TOO YOUNG TO SAVE

No children who can talk are too young to know something about the saving of food which is necessary now. Their hearts are easily reached, too. They will listen with real sympathy to stories about hungry children in France, and how the boys and girls in America must send things to them to eat, and take care of them until their fathers come home from the war, and their mothers from the factories, and all live peacefully in their little cottages again.

Junior must know that his pennies must not be spent for candy, and he will eagerly save up for thrift stamps. Marjorie never used to eat crusts; but now she knows that nothing must be sent back to the kitchen. Bobby is going without sugar on his cereal, and in two weeks will earn a thrift stamp for his sacrifice, and in that two weeks he has formed the habit of sugarless cereal, and does not know it.

Children can help enormously in saving in little ways, and there is every reason why they should be taught to do so. Mothers or fathers are only 50 per cent patriots who do not teach their little ones what great results come from food sacrifice in this country now. They see the soldiers marching along their street. They all can sing "America" lustily. In school they pledge allegiance to their flag; and they have learned to knit. Now is the psychological moment for instruction in conservation and sacrifice. Do not let them miss it.



KURTISTOWN TEACHER'S COTTAGE, PUNA, HAWAII.

PUBLIC SCHOOL TEACHERS IN MILITARY SERVICE

Thirty-four teachers and employees of the Department of Public Instruction have been called to the colors either as members of the National Guard or under the provisions of the Selective Draft. In addition to these F. E. McCall entered the first training camp and is now a lieutenant in the Signal Corps stationed at Schofield Barracks.

That these men are making good in the service is shown by the fact that 44 per cent of those whose rank is determined are either commissioned or noncommissioned officers. One is a captain, two are first lieutenants and two are second lieutenants. There are three corporals, four sergeants, three first-class privates. Three men are in the Ambulance Corps and two are musicians. Most of the men are working hard for advancement and are showing interest and enthusiasm in the military work.

Several teachers were called by the draft boards of mainland districts and we have been unable to locate them or to determine their rank in the service. The department would be glad to receive information about any of those who are not accounted for fully.

The department has sustained a severe loss in losing the valuable services of these men, but it is glad to see the fine records they are making, and wishes to recognize the loyalty and patriotism they are showing to their country; qualities which they have shown as members of the Department of Public Instruction.

The names and ranks of the men with present location is given where the information is obtainable.

Members of National Guard.

Stationed at Schofield Barracks, Oahu.

George S. Raymond, 1st Lieut., Acting Regt. Adjutant
2nd Haw. Inf.

F. A. Clowes, Captain Headquarters Co., 2nd Haw.
Inf.

Wm. H. Meinecke, 2nd Lieut. Machine Gun Co., 2nd
Haw. Inf.

Samuel Toomey, 2nd Lieut. Co. C., 2nd Haw. Inf.

Henry Nalaelna, Sergeant Headquarters Co. 2nd
Haw. Inf.

Mnuel Joseph, Corporal, Co. F, 2nd Haw Inf.

John K. Grace, Jr., Corporal, Co. B, 2nd Haw. Inf.

Stationed at Fort Shafter, Oahu.

W. W. Brier, 1st Lieut., 1st Haw. Inf.

Clifton H. Yamamoto, Sergeant Co. C, 1st Haw. Inf.

Henry Paauhau, Private 1st class, Co. A, 1st Haw. Inf.

James L. Awai, Private Co. E, 1st Haw. Inf.

George K. Kekauoha, Corporal Replacement Troops,
Camp Pike, Ark.

Joseph P. Kau, Co. F, 2nd Haw. Inf., Fort Arm-
strong.

Drafted Into the Federal Service.

Stationed at Schofield Barracks.

David Luke, Sergeant Co. K, 2nd Haw. Inf.

Crawford, Sergeant, Supply Co., 2nd Haw. Inf.

William Laeha, Musician 3rd Class, Headquarters Co.,
2nd Haw. Inf.

John Limahai, Private Co. D, 2nd Haw. Inf.

Louis Camara, Private 9th Ambulance Corps.

Henry Keomalu, Co. I, 1st Haw. Inf.

Manuel Andrade, Private 9th Ambulance Corps.

Fred Murphy, 2nd Haw. Inf.

Frank Ignacio, Private 9th Ambulance Corps.

Stationed at Fort Shafter.

Chester Carlson, Private Machine Gun Co., 1st Haw.
Inf.

Edward Lovell, Private Co. A, 1st Haw. Inf.

John J. Thennes, Private Machine Gun Co., 1st Haw.
Inf.

Joseph Cypriano, Musician 2nd Class, Headquarters
Co. 1st Haw. Inf.

William L. Sarrao, Private 1st Class, Supply Co. 1st
Haw. Inf.

Michael Dussion, Private 1st class, Headquarters Co.,
1st Haw. Inf.

Frank Martins, Private Co. L, 1st Haw. Inf.

On Mainland or Not Located.

Walter Carlson, private Replacement Troops, Camp
Hancock, Augusta, Ga.

B. F. DeMello, Camp Lewis, Washington.

R. S. Yoder, not located.

Edward Kaupu, not located.

Walter E. Mooney, not located.

FIRE DRILL

By John V. Marciel, Principal, Honomu School.

In making the following suggestions as to the course to be pursued in case of an alarm of fire, the idea in view was to clear the building as rapidly as is consistent with **Safety** and **Order**. It is requested that the plan mapped out be followed closely in all the grades, so that when once learned by a pupil in any grade he will be familiar with what is required of him in all the succeeding grades. At the same time if any teacher sees where the **Drill** can be improved and strengthened by changing it in any way, it will be a favor to have the suggestion embodied as a part of the drill as suggested herein.

THE ALARM.—The fire-alarm will be given by a rapid and continuous ringing of the gong.....
etc., at any time the various classes are in session.

FORMING IN LINES.—**Immediately** on hearing the alarm the pupils in each room will form in line in this manner: (1) They will all rise in their seats, facing the door, and only one file in an aisle. Those at the boards face the door and follow those already in line. (2) They will all move, in order, toward the door as soon as they are on their feet, the file nearest the door passing on out in double quick time, on tip-toes, without noise, the others halting temporarily but keeping their line formation intact and marking time. (3) As soon as the rear of the first line passes the front of the second line, it in turn will swing in behind as a part of the line

In what countries are they chiefly?

In Greece, Italy, Spain, Portugal, Roumania, the eastern part of Hungary, France and southern Belgium.

What peoples are Celtic?

The Welsh, Highland Scotch, Irish and northwestern French.

What countries are chiefly Germanic?

England, Southern Scotland, Norway, Sweden, Denmark, Holland, part of Belgium, Germany and Austria.

What countries are chiefly Slavic?

Russia, Serbia, Bulgaria, Poland and parts of Austria-Hungary.

What is Austria-Hungary?

A large central European country north of Serbia.

What is it often called?

The dual monarchy; that is, the double monarchy.

Why is it so called?

Because it is made up of two separate parts, the Austrian empire and the kingdom of Hungary.

Are there two governments?

Yes; with their capitals at Vienna and Budapest.

How are these two governments joined?

The same man is the emperor of Austria and the king of Hungary.

Of what race are the people of Austria?

They are chiefly Germanic; but the Poles and Bohemians are Slavic.

Of what races are the peoples of Hungary?

The Croatians, the Slovaks, and some others are Slavic; the Transylvanians are Roumanians; but the ruling class, the Magyars, or Hungarians, are descended from an Asiatic race not belonging to any one of the four chief divisions named.

What languages do these people speak?

Several different ones,—German, Magyar, Croatian, Roumanian, etc.

What is Bosnia?

A province next to Serbia, which Serbia had desired but Austria-Hungary took some years ago.

Why had the Serbians thought they should have Bosnia?

Because the Bosnians are Serbs of their own race.

What does Pan-Slavism mean?

The idea that all the peoples of Slavic race should be united.

Did the Serbians want Pan-Slavism to succeed?

Yes; it is quite certain that they desired this strongly.

What brought on the particular quarrel between Austria and Serbia in 1914?

The assassination on June 28 of that year of Archduke Francis Ferdinand of Austria, with his wife.

Who was Francis Ferdinand?

He was the heir to the throne of the dual monarchy.

Where was he murdered?

In the streets of the chief city of Bosnia, where he was visiting as a sort of compliment to the people.

Who killed him?

Bosnians who were Austrian subjects of Slavic race.

What claim did Austria make?

That a society had plotted and prepared for this crime in Serbia.

How long was it before much was done concerning this matter?

It was July 23 before any definite action was taken by Austria.

What was then done?

Austria sent Serbia eleven demands, with a haughty message requiring an answer within forty-eight hours.

Was Serbia given much choice as to what should be done?

No; Austria practically gave an order as to what must be done.

What is such a "last word" between nations called?

An ultimatum.

What were the chief demands of the Austrian ultimatum?

That the plotters against Austria be found and punished and such activities stopped.

What privilege in the investigation was demanded?

That Austria be permitted to send agents into Serbia to conduct the investigation.

What did Serbia do?

She agreed to ten demands, promising to do all she could to find the plotters and to suppress their activities.

Which demand did she refuse?

To allow Austrian agents to come into Serbia to manage the investigation.

Why was this one demand refused?

Do You Have Electric Lights In Your Home?

If so—it is a mistake to attempt to keep house without a few essential electrical heating devices

Percolators, Toasters, Irons and Water Heaters are recognized as "essentials" by the Government and by all housekeepers.

Ideal Christmas Gifts

Electric Shop

Branch of Catton, Neill & Co.

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Serbia could not claim to be an independent government, if another country controlled her courts.

What else did Serbia offer to do?

To leave the whole matter to the Hague Peace Court.

What is this Peace Court.

A court which most of the countries of the world agreed to establish to settle disputes between or among nations willing to use it.

Where was this court to be held?

At the Hague, the capital of the Netherlands.

Did Austria agree to Serbia's proposal?

No; the Austrian minister left Serbia as soon as he read Serbia's offer.

What did this mean?

That Austria meant to attack Serbia.

Could Austria conquer Serbia?

Yes, as easily as a large man could hurt a little child.

What shows that Austria was looking for an excuse to quarrel?

She had asked Italy a year before to join with her in a war on Serbia.

A small child sometimes has friends that may be called upon.

Did Serbia have any such?

Yes; especially Russia, the great Slavic nation.

ANNUAL CONVENTION OF KAUAI TEACHERS

Tip Top Theater, Lihue, Kauai, November 29, 1918

9:30 a. m. Convention called to order by the President—
Mr. E. A. Knudsen.

The Star-Spangled Banner.

Roll Call (Principals respond).

Koloa Song—"Uluwehi o Kaala"—Mrs. Blake, Mrs. Aka, Miss Vidinha, Miss Kaulahao, Mrs. Keliiaa, Miss Hamauku.

Election of Officers.

Reports of Secretary and Treasurer.

Song—Lihue District Teachers: Mrs. Ahana, Miss Sheldon, Mrs. Drier, Mrs. Hasleton, Miss Kaiwi, Mrs. Hustace and Mrs. Wedemeyer.

"How I Teach Arithmetic Through the Grades"—Mrs. Clara C. MacGregor, Principal, Waimea School.

Song—Mrs. Dora Ahana.

Address—United States District Attorney S. C. Huber.

LUNCHEON 12:30 TO 1:30

Convention Singing, led by Mrs. C. D. Rea.

"Athletics"—J. O. Warner.

Song—Quartet—Mrs. Marcallino, Mrs. Rea, Mrs. Rankin and Mrs. Deverill.

"The Civilization of Ancient Hawaii"—Mr. A. F. Knudsen.

Song—Miss Dorothy Armstrong, accompanied by Miss E. Neff.

"Food Production and Conservation"—G. W. Sahr.

Song—"Pua Carnation"—Mrs. Schimmelfennig and Mrs. Blake.

Discussion—Suggestions for Teaching the Essentials of English, introduced by the President.

ALOHA OE.

Moore's improved non-leakable

FOUNTAIN PEN

(Guaranteed)

For teachers and students

A perfect pen for rapid note work

All different
styles and sizes

\$2.50 Up

The Hawaiian News Co., Ltd.

Young Hotel Bldg.

Bishop St.

Honolulu

CHRISTMAS

The government does not discourage Xmas giving as a means to economy--in fact the giving of useful practical things is suggested and encouraged.

Here is a list of articles to give, all useful and sensible--we have a full assortment and a fine variety to select from.

THEY CAN ALL BE ORDERED BY MAIL

LEATHER GOODS

Toilet, Manicure and First Aid Cases,
Purses, Bags and Suit Cases.*

UMBRELLAS

In Silk, Silk and Linen and Cotton.

RIBBONS

Numerous useful articles may be made from ribbons--we are showing a wonderful range of designs and colorations, specially adaptable for making such things as Sashes, Bags, Cushions, Lamp Shades and Garment Hangers. We have Hair Ribbons in all desirable qualities, colors and widths.

IVORY TOILET ARTICLES

All sorts of handy articles for the dresser--neat and artistic--manicure articles, mirrors, combs, brushes, picture frames, powder boxes, jewel cases, etc.

HANDKERCHIEFS

For Men, Women and Children in all Qualities--in writing mention about what you want, we are sure to have it.

MEN'S TIES

A wonderful selection including the newest and smartest shapes, colors and designs, all prices from 50c. to \$2.50.

CHRISTMAS CARDS, SEALS, TAGS AND BOXES

Not only are we giving special mention to the above few lines, but we are offering the most recent innovations in all other lines of merchandise--everything a woman wants and most things a man wants.

THE LIBERTY HOUSE

If you are going to do your Xmas shopping in Honolulu THE LIBERTY HOUSE can serve you best

TEACHERS

Each department in our store is equipped with new merchandise which we are positive will enable you to make a desirable selection.

READY-TO-WEAR

School and Afternoon Dresses
Evening Gowns and Suits
Evening and Traveling Coats
Shirt Waists and Skirts

UNDERWEAR

Silk and Muslin Underwear
also
Madeira Hand Embroidered
and Crocheted Underwear

Our Silks, Satins, Novelty Dress Goods and Complete Line of Linens will most certainly appeal to you.

Our Fancy Work Department is up to the minute with useful Xmas articles, such as Coat Hangers, Necktie Holders, Handbags, Baby Articles and a full line of Madeira Hand Embroideries.

TEACHERS! }

Your patronage solicited.

Goods on approval or samples cheerfully sent.

Make your Xmas selection with us.

Mail orders promptly filled.

Our Motto
COURTESY
and
QUALITY

"HOME OF LINENS"

Successors to WHITNEY & MARSH
Honolulu, Hawaii
HOME JOURNAL PATTERNS

LA CAMILLE
and
MME. LYRA
CORSETS

Let Thrift Be Your Ruling Habit

To spend one's declining years in comfort is principally a matter of proper saving during the period of activity.

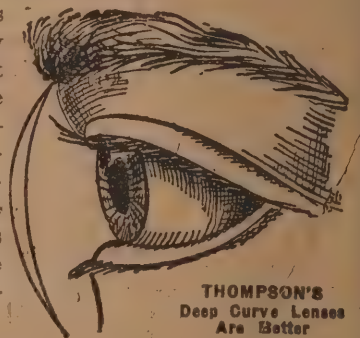
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Bankers**

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Hilo, Hawaii Waimea, Kauai

AT THIS TIME OF THE YEAR WHEN THE SUN HANGS LOW

Its powerful, blinding rays are reflected more directly INTO the eyes than at any other time. The roads are more glaring—the water is almost unbearable. The eyes become irritated and sore from this exposure just as the skin does from the burning rays of a Tropical Sun.



Comfort and eyesight safety are insured by the use of

Thompson Protection Lenses

Moral: Buy W. S. S. instead of Medicine.

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Hawaii Educational Review

THE TERRITORY OF HAWAII IS AN INTEGRAL PART OF THE UNITED STATES OF AMERICA

Vol. VI. No. 20.

DECEMBER, 1918.

Price, 10c.



Honolulu Star-Bulletin's 1919 Garden Contest

See Important Announcement and New Rules, page 2.

Star-Bulletin School Farm and Home Garden Contest for 1919

When Hoover and food conservation were practically unknown, the children of Hawaii were planting and cultivating gardens in a contest to secure the greatest results from the soil.

This is not uttered as a boast, but rather as a reminder to the children who have participated in the school farm and home garden contests that the incidents of the war, the counsel of Hoover and the call to the army of gardeners found the children of Hawaii prepared.

The Honolulu Star-Bulletin will conduct another School Farm and Home Garden Contest during the season of 1919. The contest to open with the public school term January 6, 1919, and close with the week of May 30.

Some outstanding changes will be made in the contest based on the recommendations of judges and others interested in the work.

First—Larger schools on each of the islands will be named as Class A schools. All those schools not included in the Class A list will be Class B, and be grouped in districts as in former years. This change is made to give the smaller schools a better chance.

Second—Entry blanks for the schools and the home gardens will be issued. These are to be signed in duplicate for the home gardens. One copy to be retained by the teacher, the other to be sent to the Star-Bulletin.

Third—The record sheets that have previously been required for all contestants will be required only of the Class A schools. For the Class B schools and all the home garden contests a form of record card suggested by Maui will be used. This is not so intricate. All these forms will be supplied by the Star-Bulletin.

All public schools and all children attending the public schools are eligible to enter the contest.

CLASS A SCHOOLS AND PRIZES

OAHAU—Kahuku, Waialua, Waipahu, Waianae, Ewa.

First Prize\$15.

Second Prize\$10.

MAUI—Kamehameha III, Waialuku, Puunene, Paia, Hamakuapoko, Haiku, Spreckelsville.

First Prize\$15.

Second Prize\$10.

HAWAII—Olaa, Hilo High, Hilo Union, Pepeekeo, Papaikou, Honomu, Hakalau, Laupahoe, Honokaa, Paauilo.

First Prize\$15.

Second Prize\$10.

KAUAI—Kapaa, Lihue, Hanamaulu, Kauai High, Koloa, Eleele, Makaweli, Waimea.

First Prize\$15.

Second Prize\$10.

It is assumed that the judges covering the Class A schools will also include the Home Gardens of these schools in their lists for judging.

CLASS B SCHOOLS

Island of Oahu Class B Schools

All those schools not included in Class A. The prizes:

First Price\$10.

Second Price\$7.50

Third Price.....\$5.

The Prizes for Home Gardens, and these include all gardens, those of Class A school pupils and Class B school pupils:

HOME GARDEN—

First Prize\$15.00

Second Prize12.50

Third Prize10.00

Fourth Prize9.00

Fifth Prize8.00

Sixth Prize7.50

Seventh Prize6.00

Eighth Prize5.00

Ninth Prize3.00

County of Kauai Class B Schools

Divided into Two Districts:

FIRST DISTRICT, Kauai—Haena, Hanalei, Kilauea, Koolau, Anahola, Kapahi, Wailua.

Prizes as follows:

SCHOOL FARM—

First Prize\$10.00

Second Prize7.00

Third Prize5.00

HOME GARDEN—

First Prize\$10.00

Second Prize7.00

Third Prize5.00

DISTRICT TWO, Kauai—Huleia, Kalaheo, Kekaha,

Mana.

Prizes as follows:

SCHOOL FARM—

First Prize\$10.00

Second Prize7.00

Third Prize5.00

HOME GARDEN—

First Prize\$10.00

Second Prize7.00

Third Prize5.00

County of Maui Class B Schools

Divided into four districts including Molokai, Hana and Kipahulu.

FIRST DISTRICT, Maui—Keanae, Nahiku, Kaeleku, Hana, Haou, Kipahulu and Kaupo.

The prizes will be as follows:

SCHOOL FARM—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

HOME GARDEN—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

DISTRICT TWO, Maui—Honokohua, Honokowai, Puukoli, Olowalu, Kihei and Kahakuloa.

The prizes will be as follows:

SCHOOL FARM—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

HOME GARDEN—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

DISTRICT THREE, Maui—Waikapu, Waihee, Kihului, Camp 10, Keahua, Makawao, Kealahou, Keokea, Ulupalakua, Makena, Kaupakalua, Kuiaha, Halehaku, Huelo.

SCHOOL FARM—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

HOME GARDEN—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

DISTRICT FOUR, Molokai—Kamalo, Kaluaaha, Waiialua, Halawa, Pelekunu, Kalae, Kalaulapapa and Kaulakakai.

The prizes will be as follows:

SCHOOL FARM—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

HOME GARDEN—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

County of Hawaii Class B Schools

Grouped in four general sections. Section One, Kona and Kau with two districts. Section Two, Hilo and Puna with two districts. Section Three, Hamakua. Section Four, Kohala.

SECTION ONE—KONA AND KAU

District One, Kona and Kau, includes the following schools: Milolii, Papa, Alae, Hookena, Honaunau, Napoopoo, Konawaena, Holualoa, Kailua, Honokohau, Kalaoa and Keauhou.

The prizes will be as follows:

SCHOOL FARM—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

HOME GARDEN—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

District Two, Kona and Kau, Kapapala, Pahala, Hilea, Honuapo, Waiohinu.

The prizes will be as follows:

SCHOOL FARM—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

HOME GARDEN—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

SECTION TWO, HILO AND PUNA

District One, Hilo and Puna, includes Piopio, Waiakeakai, Waiakeawaena, Waiakeauka, Haaheo, Ookala, Kapehu, Ninole, Kaiwika, Piihonua and Kaumana.

The prizes will be as follows:

SCHOOL FARM—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

HOME GARDEN—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

District Two, Hilo and Puna, includes Pahoa, Kapoho, Kauaea, Kalapana, Kurtistown, Happy Home, Mountain View, Glenwood and Keakealani.

SCHOOL FARM—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

HOME GARDEN—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

SECTION THREE, KOHALA

Includes the following schools: Waikii, Kawaihae, Waimea, Pohakulua, Kaauihuhu, Puuepa, Honomakau, Ainakea, Halawa, and Makapala.

The prizes will be as follows:

SCHOOL FARM—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

HOME GARDEN—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

SECTION FOUR, HAMAKUA

Includes the following schools: Waipio, Kukuiahae, Kapulena, Ahualoa, Paauhau, Kaapahu and Keehia.

The prizes will be as follows:

SCHOOL FARM—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

HOME GARDEN—

First Prize	\$10.00
Second Prize	7.00
Third Prize	5.00

Rules for the 1919 Home and School Garden Contest

The following rules apply to the school and home garden alike, except that each home gardener need not write to the Star-Bulletin each week unless the gardener so desires.

Rule 1.—Entry blanks in duplicate will be forwarded to



GARDENERS AT HAULUA SCHOOL, OAHU.

schools and pupils. These are to be filled out and signed by the contestant, one copy retained and kept on file at the school, the other sent to the Star-Bulletin before January 30, 1919.

The points on which the garden work will be judged are as follows:

1. Judgment shown in selecting marketable crops—10 points.
 2. Judgment shown in selecting crops adapted to local weather and soil conditions—10 points.
 3. Perseverance shown by size of garden—10 points.
 4. Perseverance shown in overcoming poor soil conditions and pests—10 points.
 5. Quality and appearance of crops raised—15 points.
 6. Quantity compared with size of garden—10 points.
 7. Business management shown—10 points.
 8. Financial management (profit)—5 points.
 9. Permanent records—10 points.
 10. Letters to the Star-Bulletin—10 points.
- Total number of points—100.

It will be noted that the greater number of points are allowed for perseverance and judgment. This is because some schools are situated in unfavorable locations where much greater perseverance and better judgment are necessary to obtain good results. Thus it may be that these schools, in the midst of unfavorable surroundings, will, by extra hard work of the pupils, make a better showing than those where the soil is fertile and the water plentiful for all demands.

Schools having slow growing vegetables will be credited on the development secured up to the time the contest closes.

Rule II.—The Class A school farms are to use the same form of weekly reports required in previous contests.

The tabulated report to be made out can be sent in at the close of the contest and will provide for reports under the following headings:

1. Condition of ground at beginning of contest.
2. Kind of seed and date of planting.
3. Cultivation and watering (time spent).
4. Weather conditions.
5. Insect and pest troubles and remedies applied.
6. Financial report.

Rule III.—Class B schools and Home Gardens will use the card forms for their records.

Forms for these Class A Record Sheets and Class B record cards to be furnished by the Star-Bulletin. These reports should be kept up and dated at all times.

When the judges visit they will call for the reports, which will form a basis for marking the garden work.

The judges for the contest will be announced at a later date. There will be at least three in each of the districts mentioned. The Vocational Instructors will co-operate with these committees, except for the district where there is no vocational instructor, in which case the supervising principal will assist.

Each school and home gardener must choose his crops from the following list only: Sweet potatoes, white potatoes, beans, onions, beets, peanuts, carrots, cabbage, Japanese radish and Kohl-rabi. Only plants in this list will receive credit, except where permission is given by the Vocational Instructor to plant other crops.

Method of Judging—

The judges will visit each school garden at least three times during the contest. At each visit they will examine the grounds, the condition of the garden and examine the report as to the financial and business methods used in conducting garden work. They will visit home gardens at least twice during the contest, at which time they will make the same examination as in the case of the school gardens.

An exception to this may be made in the discretion of the judges where the information furnished by the teacher or vocational instructor enables them to classify gardens without a personal visit. Wherever possible the judges are urged to visit the gardens with the contestant. It is found that the personal interest thus shown is deeply appreciated and serves as an inspiration to the children.

Score cards will be furnished the judges by the Star-Bulletin. On each visit, the judges will fill these cards out and send them to the Star-Bulletin so that the final mark of the school in the contest will be judged from these cards, together with the letters sent to the paper.

The contest will begin on January 6, 1919, and extend until May 30, 1919. There is nothing, however, to prevent

preparations being made prior to January 6th, but the actual making of reports and marking of the contest by the judges will not begin until January 6th.

Announcement of districts, judges, etc., and charts for judging will be distributed later.

One result of the contest last winter and spring was to secure from the judges a very valuable set of suggestions for future competition. These suggestions have been collected and are being carried out so far as they can be harmonized.

The classification of the schools is in keeping with the recommendations of judges who have served during 1916-1918.

COMMISSIONERS' MEETING.

The Commissioners of Public Instruction met on Monday, December 9th. Those present were: Superintendent H. W. Kinney, Mrs. Eliza D. Maguire, Mrs. Mary A. Richards, Mr. W. H. Smith, Mr. Eric A. Knudsen, Mr. D. C. Lindsay, Mr. Leopold Blackman.

Considerable routine business, consisting mainly of requests for transfers, was taken up. It was decided to raise the salary of pupil teachers to \$1.50 a day.

Several requests were received from teachers who were in the employ of the Department last year and who had arrived late when returning from their vacation to the mainland, owing to the lack of steamship accommodations, asking that they be paid for the period from September 1st to the 16th. The Commissioners decided that, as such teachers had been warned by the Department and the steamship companies that such lack of steamship accommodations would be likely to arise, no such requests would be granted.

The question of employing a number of teachers who are now in the United States Army service was placed before the Board, and it was decided that they be employed, as far as practicable, in such places and at such salaries as circumstances will permit.

The Department also went on record as favoring legislation which will result in a substantial increase in the teachers' salaries, such increase to take effect on September 1, 1919, but it was thought wise to leave the amount of such raise to the discretion of the Legislature.

The budget for the 1920-21 biennial period was submitted by the superintendent and adopted. A summary follows:

GENERAL FUND

Salary of Superintendent	\$ 8,400
Salaries of office force	25,920
Statistician	\$ 6,000
Clerk	3,600
Secretary	4,200
Assistant Secretary	3,600
Stenographer	3,360
Head Clerk	3,360
Shipping Clerk	1,800
General Expenses	15,000
Stationery, postage, etc.	12,000
Traveling expenses, commrs. etc.	1,500
Traveling expenses, supt.	1,500
Supplies	30,000
Libraries, books and pamphlets.	10,000
Industrial and manual training.	100,000
Trade School	50,000
Summer School	3,500
Normal School, maintenance and Repairs.	5,000
New buildings, furniture, Normal School.	40,000

Cottage furniture	20,000
Oahu	5,000
Kauai	5,000
MauI	2,500
Hawaii	7,500
Total	\$307,820

TOTAL ESTIMATES FOR THE TERRITORY

	Hawaii.	MauI	Oahu	Kauai
New buildings, etc.	\$206,000	\$78,050	\$168,800	\$127,000
Repairs, etc.	75,000	40,000	40,000	20,000
Janitors' salaries.	10,000	14,000	58,260	500
Janitors' supplies.	15,000	.....	5,000	3,000
Furniture	15,000	5,300	21,600	9,000
Toilets	15,000	10,000	20,000	5,000
Grounds .....	.....	5,300	.....	.....
Total	\$336,000	\$152,650	\$313,660	\$164,500

FIT TO FIGHT

ARE YOU A SLACKER?

By Thomas D. Wood, M.D.

College Physician and Professor of Physical Education, Teachers College.

This is a challenge to students and teachers.

Health is an abundance of life. Have you as much of this invaluable capital and commodity as you can reasonably get and helpfully use? If not, you are a slacker of one kind.

Physical fitness means sufficient physical ability and power for the excellent performance of the tasks you are doing or the tasks that may be demanded of you; not simply enough to be acceptable to you but enough to be acceptable to the world.

Physical fitness means as much ability and power as your country considers necessary and satisfactory; and the standards of the nation with reference to physical fitness as well as to other kinds of fitness for life, for citizenship are increasing and crystallizing with great rapidity in these days.

Human beings are, in physical fitness (on the average), the lowest in the scale of living things. Physical fitness, however, is as indispensable to mankind as to other creatures.

Physical fitness is as indispensable in peace as in war.

Physical fitness is as indispensable for adults as for children, for women as for men, for brain workers as for manual workers, for students and teachers as for everybody else.

Have you as much of health, of physical fitness, as you can get and maintain by intelligent, conscientious, and faithful effort? If not, you are a slacker—and a kind of slacker that will be increasingly unpopular, and more held to account as the days go by.

Are you fit to fight—in the cause of civilization, of reconstruction, of education, of national and world progress? The Allies are fighting for victory, for human freedom, for the safety of democracy, for the termination of all wars so far as mortal combats between human beings and armies are concerned. But war and fighting must still continue against the com-

mon, universal enemies of mankind; against ignorance, disease, selfishness, irresponsibility, wastefulness, inefficiency.

As students you are being trained with special privilege and opportunity for leadership in this great army of democracy. As teachers, you are preparing and being prepared for officers' commissions in this great war for the fundamental and permanent values of humanity. Are you physically fit to fight in this campaign?

Our trained men fight the enemy in Europe. They are superb fighters. They are as near 100 per cent in body, mind, and morale for war as human means can train and keep them. Yet in the first great draft, 29 per cent of the young men of this nation were rejected for physical defects. The great majority of the young men accepted for the training camps improved so strikingly in health, vigor, and general physical fitness that they astonished themselves, their families, and even their officers. After the war these same fighting men are coming back with new standards of life, of fitness, of patriotism, for their fellow-citizens as well as for themselves. When that time comes are you going to be up to their standards?

Our young women are relatively, and, on the average, no more healthy and physically fit for the fight of life, for citizenship, than our young men; in some essential qualities, apparently even less so—and very little is being done for them. Yet our young women would show just as much improvement in physical efficiency with suitable training as have the young men in the great military camps.

As for the children—75 per cent of the school children of America have physical defects which are potentially or actually injurious to health and destructive to physical fitness. Most of these defects are remediable, but most of them are also being wastefully neglected. Our present educational program is seriously and inexcusable deficient, not only in the provision for removal of defects but in other even more positive, constructive measures for the inculcation of habits of healthful living and for the development of complete physical fitness.

How about the health and physical fitness of teachers? According to their own testimony, at least 30 per cent of them are below a minimum health standard. Of teachers who have taught five years or more, 30 per cent are in poorer health and less fit physically than they were when they began to teach. While some of the conditions which lower the physical fitness of teachers are beyond their powers of personal control, still the gain in physical fitness, within the control of the teachers themselves, would, if demonstrated, make an astounding showing. Ninety per cent of the teachers are living well below the level of physical fitness attainable by them. Where do you stand? Do you belong to the 10 per cent of physically fit teachers? Perhaps—but the chances are nine to one that you do not.

However, physical fitness is not everything. It is not the main goal of life or of education. It is not even always immediately essential to what is finest in mind, personality, and character. Some of the great men of history have accomplished deeds of immortal distinction in spite of pain and physical disability. However, nothing in such lives can be interpreted in defence or praise of physical weakness or unfitness. It must be conceded that physical fitness is a fundamental requisite for the completeness and best in life.

By what signs, then, may you conclude that you are physically fit? Here are some of them:

1. A sense of physical well-being. This means that you should feel a zest and satisfaction in mental and muscular effort; an interest and joy in work and recreation, kept in sensible proportion and balance; and a freedom from pain—for this inevitably interferes with clear thinking, concentrated effort, and effective work.

2. A feeling of being refreshed and recuperated on rising in the morning after a customary night's rest, and a feeling of healthy fatigue as bedtime approaches. The hangover of fatigue in the morning, experienced by so many students and teachers, should be escaped from as fast as possible. On the other hand, a feeling of intellectual keenness and brilliancy in the late evening should be viewed with suspicion. It is an auto-intoxication of the nerves.

3. Enjoyment of wholesome food, including a moderately good appetite even for breakfast. To begin the day's work without a fairly nourishing breakfast is just as sensible as for a steamer captain to stoke his furnaces with chopped up wood-work from his vessel. This extraordinary expenditure of fuel may, in both cases, be necessary in rare emergencies but it is highly extravagant and, moreover, harmful to the internal architecture of the man as well as to the ship.

4. Body weight maintained at about the proper standard for height and age. A person who is 10 per cent or more under standard weight is probably undernourished and to some extent deficient in energy and endurance. The individual who is more than 10 per cent above standard weight is carrying burdensome "excess baggage" which is apt, with advancing years, to prove a handicap to health or perhaps to life.

5. Elimination from the intestinal tract. This should take place at least once daily.

6. Freedom from persistent worry. This is one of the most destructive influences upon life, health, and physical as well as mental fitness.

If you are honestly intent upon being physically fit, what should you do?

1. Admit to yourself the limitations upon your health, if such have been imposed upon you by ancestral influence and your own past life; but do not because of these be discouraged, or excuse yourself for being a health slacker. Then do the best you can with what you have. The health accomplishments of some delicate children and adults make up notable

chapters, even if unrecorded, of heroic human achievement.

2. Free yourself from physical defects that are wholly or partially remediable, which may lower your physical fitness. A thorough health examination of the human machine, and advice at least once a year for children and adults detects flaws, will improve power, prevent disease, save the doctors' bills, lengthen life, and increase happiness. The eyes, ears, and teeth should be especially looked after. Defective eyes and ears may obstruct mental development, injure the general health, and produce serious social and economic loss.

Defective and neglected teeth have caused more physical deterioration of this nation than the use of alcohol—and no minimizing of the harmful effects of alcohol is here either stated or implied. Unrecognized teeth abscesses and diseased tonsils cause a majority of all cases of rheumatism and neuralgia, as well as some other ills. Infections absorbed through the teeth and tonsils produce an alarming proportion of organic heart defects. No sentiment or superstition should prevent the removal of diseased tonsils. Correct your physical defects before they cripple you.

3. Eat regularly. Eat slowly. Eat patriotically in accord with the rules of the Food Administration.

Eat some hard food for the sake of the teeth; eat fresh, raw, or green food for the chemical needs of the body; eat meat or eggs only once a day.

Avoid undereating and underweight. Avoid overeating and overweight.

Eat lightly of easily digested food when tired, excited, or anxious.

Drink three to five glasses of water a day outside of mealtime. Never drink when there is solid food in the mouth.

Finally, before putting food into the mouth, always wash your hands.

4. Spend eight to nine hours in bed every night. Very few can maintain physical fitness with less than eight hours in bed daily. Many students and teachers will add much to productive efficiency by devoting nine hours to sleep and rest each day. Sleep out-of-doors, when you can. Sleep as nearly as possible in outdoor air at all times. Outdoor air is the most valuable tonic known. It is also the cheapest and the most neglected of all tonics. Do not expect to sleep and rest well at night unless the body and extremities are warm.

If you are wise, you will also lie down for ten to twenty minutes rest near the middle of the day, if possible. Forty-five per cent of 1400 teachers in New York State testify that one of the most unhealthy school conditions affecting them is the lack of a place in which to rest or to lie down during noon intermission.

5. Spend at least an hour a day in recreation and exercise, outdoors, if possible; and it is possible, with

few exceptions, even in stormy weather, if you plan intelligently enough.

Take exercise that is enjoyable, and vigorous enough to require deep breathing and to open the skin pores.

Exercise daily not only the extremities, but the trunk of the body, even if you have to do briefly, in addition, some gymnastics indoors.

6. Acquire and maintain a good posture; weight over the balls of the feet; chest forward; abdomen back; the back not hollowed too much; the top of the head held as high as possible without fatiguing strain.

Seventy-five per cent of students and teachers have faulty, weak postures. Posture reflects and helps to determine mental attitude and efficiency as well as bodily fitness.

Avoid weak or fallen foot arches. Wear as healthful shoes as your rationalized hygienic sense will permit.

7. Take a cool tub, shower or sponge bath each morning before breakfast. Use a coarse towel, and flesh brushes, as the vigorous friction of the entire body surface is of great value. Twice a week take a warm cleansing bath at bedtime.

8. Attend to the evacuation of the intestine daily and with absolute regularity. Constipation is the most common of all physical ailments. It is the trench disease of sedentary workers.

Constipation produces auto-intoxication (self-poisoning) of the body and may also cause headache, indigestion, biliousness, and other disturbances even more serious. Avoid constipation by drinking sufficient water, eating bulky food and fruit, and taking regular, vigorous exercise. Avoid medicines for constipation, if possible. However, as a last resort, take a mild laxative rather than retain the poisonous waste matter in the body.

9. Get some form of mental as well as muscular recreation regularly. Cultivate some hobby for an avocation. Cultivate and preserve the play spirit. This is the best elixir of youth for teachers.

10. Avoid worry as you would avoid the plague.

Worry injures the nervous system, and is mentally harmful. Worry depresses the bodily functions, disturbs the secretions, and endangers the vital organs.

Worry decreases the resistance of the organism against some forms of communicable diseases and infections. Everywhere, worry is destructive and disintegrating.

Be cheerful. Be unselfish. Preserve a sense of humor. Cultivate your imagination. Be determined to keep physically fit, but don't worry about your health, of all things.

If you are not well, if the condition of the machine disturbs you, get expert advice.

Remember! If you are in fairly good condition, if you are living hygienically, if you are not worrying, hard work will not hurt you. It is the unhealthy living and the worry that do the harm.

It is the confident belief of the challenger in this message that no measure has been here advocated which will not more than repay for the time and effort expended. The wise investor will draw his dividends in the currency of improved physical fitness, increased efficiency, and a general satisfaction with his work and his world. Health coupons, too, are payable not merely on quarter days and at the year's end, but hourly throughout a long life.

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LUNCHES SERVED IN THE PUBLIC SCHOOLS.

There has been a great development in the past few years in providing lunches for children in the public schools. At the present time twenty-five of the largest schools in the Territory have school kitchens or will have within a very short time. These kitchens are in all cases self-supporting, after the equipment is furnished.

At the present time, equipment for preparing and serving lunches costs about thirty to fifty per cent more than at pre-war prices, but there has been no increase in the price of the lunches. Before the war, lunches could be served at a nominal price and a small profit returned sufficient to replace equipment and even to provide for some increase in the equipment. Under present conditions this cannot be done. However, in spite of the high prices that have obtained during the past two years, ample and tasty lunches have been served at five cents each. Desserts have been served for an additional five cents, where the pupil desired it.

The schools which have kitchens, including two for which provision has already been made, are as follows:

Normal School	Maui High & Grammar
Central Grammar	Eleele, Kauai
Royal	Waimea
Kaiulani	Kapaa
Kauluwela	Honolulu, Hawaii
Kaahumanu	Papaikou
Liliuokalani	Honokaa
Waialua	Hilo Union
Waipahu	Waiohinu
Kamehameha III, Lahaina	Pahala
Paia	Lihue, Kauai
Wailuku	Ewa, Oahu
Puunene	

The attendance at the above schools in June was 16,604, which is approximately one-half of the pupils enrolled in the Territorial schools. That is, about one-half of the pupils have an opportunity to secure a well prepared and nourishing lunch each school day at a nominal cost of five cents.

In some schools a 2½ cent lunch is served at recess time. This is aimed to provide for children who are under-nourished or who may have come to school without having had breakfast or have had the morning

meal at a very early hour. This usually consists of a bowl of nourishing stew, containing meat and vegetables. Three sample menus selected at random from those served in the Honolulu schools are given below. These represent fairly the lunches served throughout the Territory:

Sample Menus

Creamed Codfish on Toast	)	5¢
2 Bread and Butter Sandwiches)		
Strawberry Ice Cream	)	5¢
Doughnuts)	
Hamburger Steak)	
Boiled Sweet Potatoes	)	5¢
2 Bread and Butter Sandwiches)		
Corn Starch Pudding	)	5¢
Vanilla Snaps)	
Potato Salad)	
2 Bread and Butter Sandwiches)		5¢
Hot Chocolate)	
Honey Cake	)	5¢

While the opportunity is given to all the children in these schools, it is found that the percentage of those who patronize the school kitchen is comparatively small. The Normal School, in Honolulu, serves about 25 per cent of the pupils attending. In other schools, in some cases, the number of pupils served is as low as 5 per cent, and in others as high as 14 per cent. The average would probably be about ten or twelve per cent.

Many pupils prefer to bring their lunches, probably because of the cost. A few go without lunches at noon, while a considerable number patronize lunch carts or small restaurants and bakery shops.

It is very desirable that pupils who are getting lunches at places where the food is not nourishing and well prepared, should be encouraged to take advantage of the school kitchen. The food is offered at the bare cost of raw materials and it is evident that this is a great benefit to the children.

The department is planning to develop this work as fast as conditions are suitable and where there is prospect of the pupils giving the kitchen sufficient patronage.

It is only part of the value of the school kitchen to provide food. The training of hundreds of children in the economical and tasty preparation of simple foods is more far reaching and effective. Numerous cases have come to our attention where children have carried out the ideas learned in the school kitchen in their own homes, and the parents have testified to the increased satisfaction they have found in the food prepared without any increase in cost.

Sewing and shop work and other manual training is practical and helpful, but nothing is of such immediate value to the pupil and to the home as the work done in our school kitchens.

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NOTICE!

The Department of Public Instruction is not, in any way, interested in any publications represented by Miss Myra Hume or Mr. Oscar McBride.

SALARY INCREASES.

At each of the teachers' conventions held the past month, the question of an increase in salaries has occupied a prominent place on the program. It is certain that the question is one of vital interest to every teacher, and the increased demands in every way on teachers' salaries have reached a point where some relief must be found. Intelligent and careful study of the situation and a fair presentation of the facts are all that should be needed to secure relief. It is certain that most will be accomplished by a straightforward statement of conditions and a reasonable appeal to the members of the Legislature.

KAUAI TEACHERS' MEETING.

The annual convention of teachers of the Island of Kauai took place on Friday, November 29th, at the Tip Top Theater, Lihue. The program was an extremely interesting one, and well suited to a very successful meeting.

President E. A. Knudsen, Commissioner of Education for Kauai, presided. A paper by Mrs. Clara O. McGregor, principal of Waimea School, entitled "How I Teach Arithmetic Through the Grades," brought out much valuable material in connection with that subject.

United States District Attorney S. C. Huber made an address on the "Teaching of Patriotism." This was an exceptionally inspiring address and with its timely application made a special appeal to the audience. Mr. Huber's deep feeling and his oratorical power held the audience every moment.

Mr. A. F. Knudsen gave a lecture on "The Civilization of Ancient Hawaii," which was greatly appreciated and which gave much help to the teachers who have lately come to the islands.

Mr. C. A. Sahr spoke on "Food Production and Conservation," and Mr. J. Warner, the Kauai Y. M. C. A. representative, spoke on "Athletics."

The Association voted to use the funds in the treasury to adopt one fatherless child of France, and the

amount of \$36.50 was appropriated therefor. Last year the association donated \$50 to the Red Cross.

The convention also voted to ask the Legislature for a salary increase and enlisted the support of all teachers in seeing that the matter was properly presented.

A spirited discussion on "Suggestions for Teaching the Essentials of English" took place. Many of the teachers and several guests at the convention participated.

A feature of the meeting was the splendid musical program; the many fine numbers being repeatedly encored.

The following officers were elected, and a program committee appointed for the next convention:

President—Mr. E. A. Knudsen, Commissioner of Education.

Secretary—Miss Katherine McIntyre, Lihue.

Treasurer—Mrs. Clara O. McGregor, Waimea.

Program Committee: Miss Carrie Thompson, Makaweli; Mrs. Maud Thompson, Kalaheo; Mr. William McCluskey, Lihue; Miss Katherine Cook, Hanalei; Miss Bernice Hundley.

MEETING OF EAST HAWAII TEACHERS' UNION

A discussion of the salary question was one of the principal numbers on the program at the meeting of the East Hawaii Teachers' Union, which was held in the First Foreign Church, Hilo, on Friday, November 29th.

A comparison of wages paid to plantation laborers and those paid to teachers was made, and many facts showing the increase in cost of living were brought out.

Mr. E. S. Capellas, Secretary of the Union, led the discussion. Among other figures, the following extract was taken from a report on the convention:

"Field laborers in 1916, a year of high bonus, received \$65 a month. In 1917 they received more than \$60 a month, and although the reduction of the bonus made their pay less this year, on same schedule as the present they will receive more than 80 per cent bonus—plantation men say more than 90 per cent—for 1919. This would bring their pay up to \$70 a month, while new teachers holding the highest teaching diplomas will receive \$66.

"This means that young women of excellent families, who have spent from four to six years in special training for teaching, will receive \$4 less a month than the laborer unable to read, write, or speak English. On this account, and because of increased cost of living and the difficulty of getting good teachers for the present salaries, the coming Legislature will be asked to raise the teachers' salaries. The convention passed a resolution asking the Legislature to grant a substantial increase in pay.

Miss May Christian gave an excellent and interesting demonstration of First Grade story work with a class of youngsters, and the musical features included numbers by Ernest Kai, Miss Florence Campbell and Miss Agnes Frendo.

The Union elected the following to office for the year: Prof. P. F. Jernegan, President; Miss Emma Porter, Vice President; E. S. Capellas, Secretary, and Levi Lyman, Auditor.

Homer L. Ross gave the principal address of the morning on the educative effect of the Red Cross. He emphasized the fact that the Red Cross has taught the people of all Nations that the ruling thought in the minds of the American people is liberty, freedom, and human love, and that because of these ideals the Red Cross is the strongest organization in the world today. A standing vote of thanks was tendered him at the close.

V. A. Carvalho introduced a resolution, which was later passed as a motion to ask the authorities to pay the difference between their salaries and the Government pay they were receiving to those teachers who have been called into service.

Miss Lulu Keating spoke on Primary Work at the afternoon session. Mrs. Jarret T. Lewis contributed a piano solo and Mrs. Eugene Horner a vocal number to the program. The principal feature was a talk on Earthquake Warfare by Prof. T. A. Jaggar, Jr.

THE UNITED STATES SCHOOL GARDEN ARMY

By Ken C. Bryan

While the armies that have been fighting abroad are being demobilized, a new army is coming into existence at home. It is called the United States School Garden Army. Enlistments in this young army were started on the Island of Oahu one month ago and already 1,108 boys and girls have become members.

These boys and girls have gardens ranging in area from three square feet to three thousand square feet. In the country districts, where there is plenty of land, the gardens are larger than those connected with the big city schools, but the same spirit is shown by all. This is the spirit of patriotism and of helpfulness, for, by these gardens, the boys and girls are helping the nation.

The United States School Garden Army on Oahu has approximately eight acres of land under cultivation at the present time, according to the records which have been received. Some of the larger schools have not yet returned their enlistment blanks. It is to be hoped that all the schools of Oahu will report their enlistments before the end of the term so that a complete record may be made at that time.

A service flag for each boy and girl who has enlisted will be sent out to the schools as soon as they are received from the United States Garden Army headquarters in Washington.

This School Garden Army has been organized to help feed our own United States as well as the people of England, France, Belgium and other smaller countries who were in the war. Although the fighting is over, we must all remember that it will be months before crops can be planted in these countries, and months more before they can be harvested. Therefore, we must lend every effort to raise all the food we can to feed our soldiers and our allies. They protected us, let us help them now. Every boy and girl should be proud to have a service flag from the United States School Garden Army.

New War Words

*Boche Escadrille
Petain Camouflage
Blighty Bolsheviki
Ace Tank Anzac
Air Hole Zeebrugge
Barrage
Fourth Arm*

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Below is a table of figures showing what percentage of pupils enrolled in each school have enlisted in this Army.

School	No. Enlisted U. S. S. G. A.	Total Enroll- ment, Sept. 30	Percentage of Total Enrollment U. S. S. G. A.
Kaneohe	107	225	47.5%
Royal	378	940	40.1%
Kawailoa	46	154	29.8%
Hauula	25	95	26.4%
Waimanalo	25	97	25.8%
Mokuleia	11	50	22 %
Waiahole	18	101	17.8%
Watertown	23	139	16.5%
Kaiulani	214	1602	13.4%
Pauoa	22	186	11.8%
Kalihi-waena	88	781	11.3%
Wahiawa	21	257	8.6%
Waipahu	34	619	5.5%
Central Grammar	71	1342	5.3%
Ewa	30	584	5.3%
Aiea	17	453	3.8%
Waialua	8	767	1.04

(Schools not shown here have no children enlisted in U. S. S. G. A. as yet.)

Total number of gardens enlisted on Oahu.....1,108

Total area of all gardens enlisted on Oahu (approx-
imately eight acres)341,726 sq. ft.

TEACHERS' SALARIES.

(A paper read at the Oahu Teachers' Association meet-
ing, by T. H. Gibson.)

Apart from the prosecution of the war there was no more serious problem facing the American nation than the collapse of the teaching profession. A large number of educators were drafted into the army or some form of war activity. New doors of opportunity were opened for teachers, and utterly inadequate financial provision having been made for educational purposes, many teachers were drawn into other occupations, so that at times in some localities it seemed inevitable that schools would have to be closed or manned by inferior instructors. In our own territory, for lack of qualified teachers it has been necessary to employ many persons without proper qualifications to keep the schools open.

Our schools are the spring and origin of our democ-
racy. Of what avail is it to spend our blood for democ-
racy if the life that is to fill and energize that spring
be lost? If the schools are to deteriorate for lack of
efficient teachers, then we have not gained a victory.

The war has taught us that the future becomes th
ent with fatal rapidity and that failure to pre
the future in advance is criminal.

"This has been a war of cultures and ide
pitted against ideas, literally a war of sch

The results of the war are not determ
is proclaimed—the results depend on
do after peace. The result lies with
intelligence of the next generation, and
intelligence of the next generation are
the teachers of the present.

The Germany who ruthlessly prov
lessly waged this war is the produc
schools.

The American ideals for which w
ican army in France are the produc
schools.

The America of tomorrow, perhaps
world of tomorrow, will be the produc
schools of today.

In order to raise the standard of th
and to have the schools keep pace wi
conditions of the economic life of the na
sary that the teaching profession in Ame
a level that will command the respect of

Grocery Special

Fresh Vegetable Seeds

Fresh Flower Seeds

Pink Lady Chocolate

Ethel Barrymore C

S. & W. F

Carr

FOR

Henry May

OR AT ALL

FIRST CLASS

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GUARANTEED
perfect pointed

TEMPOINT

FOUNTAIN PEN
Inks do not weaken it

tract into its ranks men and women of the first

present moment one of the greatest needs of the system is for more adequate salaries for throughout the Territory young men and women are waiting to enter the Normal school or to enter the profession of teaching. Many teachers have left the profession on account of better opportunities in industrial or commercial life. The very existence of the public school system depends upon the ability to attract and to retain in the profession our best young men and women. **Most competent to hand on to the children which we believe, and to teach them in the institutions which are peculiar to our Territory.**

And this is particularly necessary in the maintenance of true, intelligent, and national citizenship brought home to us in the great war. Our schools can a proper training in citizenship and the teachers need to be true, efficient and patriotic to the cent loyal American citizens for this

raise the standard of the teaching force of the best and brightest young men and women and stay in the profession, it will be to make their remuneration equal to that of men in other professions or in industrial and commercial pursuits.

School circles teachers are too apt to be regarded as instructors occupied with the theory of pedagogy to the exclusion of all else. This, of course, they are men and women with the other normal relationships of life. Content as any other persons dependent for their own efforts, they are economic men who must meet all the manifold problems of living, and providing for the future. As these economic occupations develop under these conditions, there are situations of impairment of the efficiency professionally but as a whole.

Reporters of Labor Statistics reported an index number for all December, 1917, as compared with the average for the twelve

for the Territory states that the cost of the increased cost of living will be on the whole an in-

\$1000 in 1913 would have been of only \$750. Even with the increase it would have a purchasing

In 1897, when the maximum salary for assistant teachers was \$900, the cost of living was not much more than half what it is now, the "index number" of that year being 89.7, so you can see that the teacher was much better off than he is now with a \$200 increase in salary. It is not only that the cost of food, clothing, rent, etc., is greater, but the whole manner of living is more expensive.

With these facts before us it is the duty of every self-respecting teacher to determine that better salaries must be paid to all the members of this long-suffering profession, and the united efforts of the thousand teachers in the public schools of the territory should not fail to bring about the desired result at the coming session of the territorial legislature.

HAMAKUA TEACHERS' ASSOCIATION CONVENTION.

By Hattie Saffery, Secretary.

The teachers of the Hamakua district met at the Honokaa school to hold their annual meeting on Friday, November 29, 1918. Promptly at 9:30 A. M. the convention was called to order by Mr. James Kamakaiwi, who acted as temporary chairman. The following was the program:

Song—"My Country 'Tis of Thee." 1, 2 and 4.
Prayer Rev. J. Smith
Roll Call and Reading Minutes of last year's meeting Secretary
Report of the Committee.....Miss H. Saffery
Report of the Treasurer.....Mrs. S. A. Cliffe
Collecting of dues.
Unfinished business.
Election of new officers by acclamation.

For the year 1918-1919.

Miss Louise Van Gagenen.....	President
Mrs. S. A. Cliffe.....	Vice-President
Miss Hattie Saffery.....	Secretary
Mr. James Kamakaiwi.....	Treasurer

Reading of Resolution for Raising of Teachers' Salaries Secretary
Patriotic Songs—(a) "Keep the Home Fires Burning."
(b) "There's a Long, Long Trail."
(c) Pack, Pack, Pack up Your Troubles.
Class Exercise in Language for Grade I.
(Thanksgiving Lesson)
Illustrated on Sand Table.....By Miss Anna Soares
Geography of Hawaiian Islands for Grades III and IV.
Dramatized by teachers from Kapulena, Kukuihaele and Waipio schools. Closed it with the song, "The Islands of Hawaii."
Paper on Reading.....Miss Minthorn

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Address—How the Hamakua Civic Committee
 Might Help the Schools and How the Schools
 Might Help the Civic Committee.....Rev. J. Smith
 "Hiawatha"—Dramatized by the Honokaa School
 children. Conducted by Honokaa teachers.
 Luncheon 12:30-1:30 P. M.
 Lunch served by the Honokaa Teachers and Pupils.
 Donations by teachers for French Orphans.
 Song—"Joan of Arc".....The Teachers
 Four-Minute Talk—Works of the Boy Scouts in
 Hawaii and America.....Mr. Thos. Nahiwa
 Song—"Star-Spangled Banner."
 Closing Prayer.....Rev. J. Smith

JUNIOR RED CROSS

To All Red Cross Juniors:

You have heard how all the men in the United States who are fit to be in the Army register with their local draft boards, and how the Government calls a part of these men to go at once to training camps. Now you will want to know what these men do next and how the Government takes care of them.

When a man is called for active service he is given an arm-band which shows that he is now a soldier. This band carries the same authority, responsibility and protection that a uniform does. If he met the enemy (which, of course, he will not do yet) they would have the right to fire upon him or take him prisoner, and anyone who sells him liquor is liable to arrest.

The new soldier is under the direction of the Provost Marshal General, who assigns him to a training camp. He is ordered to report at a station for a certain train. On the train he is taken in charge by the transportation department. If the trip is a long one, he travels on a Pullman or Tourist sleeper. His meals are provided by the Government and cost not more than sixty cents a piece.

Arriving in camp, he is assigned to his "quarters." He lives, usually, in a two-story wooden building, having plenty of air and sunlight, and the cleanest of floors—floors that would meet the old time test "clean enough to eat from." He sleeps in a well ventilated room with other soldiers. The number of men in a room is regulated by the cubic feet of air space in the room. His room has an extra-width cot with good steel springs. He has two khaki-colored wool blankets, and if the weather is cold, he has an extra blanket and two thick

are located at the rear of these quarters, and have the same furniture and fixtures like those used in the best hotels in the country, and for every company unit there are from four to six shower baths. Every soldier is responsible for himself and his quarters absolutely. The Provost Marshal sees to it that the whole camp

is kept clean, and all waste is disposed of so that it cannot cause sickness. During

previous wars more men have died from "preventive" disease than from bullet wounds. During the last war thousands of soldiers died from typhoid, dysentery and other diseases caused by "preventive" disease. That cannot happen now. The man in training camps clean is General Gorgas, who made the canal zone and so made it possible for the United States to build the Panama Canal.

After the soldier is settled in his quarters, he is examined by the doctor to see if he is fit for service. This examination is very thorough. The doctor watches him carefully until he is sure the disease has just started the patient is sent to the army sanatorium to be cured. If the soldier is sent home until he recovers.

A dentist puts the new soldier's teeth in good condition. They will be taken care of regularly while he is in the army. A special doctor examines the soldier. It has been said that in past wars there were more desertions from foot trouble than from any other combined. In the American Army today the selection of the new soldier is given to the selection of the new soldier.

When he gets a pair of army shoes he is fitted to fit his feet. No account is taken of the size of his feet before. His feet are placed in a form that will give the length and width exactly. He bears this little machine and an officer and a sergeant take the size record of both feet. The company and regiment. But mistakes

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